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School Activities

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As the Editor Sees It

All of the older subjects of the curriculum are "jumpers"—they jump from educational objectives that become tarnished onto the band-wagon of new and more popular objectives—without changing, to any appreciable degree, either their content or method. For instance, Latin (several other subjects would illustrate about as well) in an early day was a "mental disciplinarian." Then it was justified by its supporters largely on its vocational values, and then, in turn, on moral-ethical, social-civic, leisure, and war objectives. But through its wanderings it has remained practically unchanged. And so have, to a considerable extent, the other old reliables.

On the other hand, the objectives of extra-curricular activities are now exactly what they have always been—allround good citizenship. And, even where emphases change, activities veer easily to give logical and justifiable support.

The recently adopted Ohio policy whereby all activities which concern more than two high schools must have the sanction of the State Activities Committee is highly commendable.

With the present war emphasis upon specialized technical skills it is but natural that public and private schools should reflect this in re-organized and newly organized courses. This is highly desirable. However, a word of caution is pertinent—a word that should be passed along to your school again and again—"Beware of Gyp Schools." Capitalizing on the opportunity, courses in trade and technical subjects are being advertised and promoted in all parts of the country. Some of these schools are reputable, others, undoubtedly, are not. It is conceivable that some students will actually drop out of a good school in order to sign up with a "gyp." Through assemblies, bulletin boards, homerooms, clubs, and other media get this idea across to your students—"Talk with us first." And investigate thoroughly in order to be able to give competent advice.

Shortly, in many schools, there will be considerable discussion concerning the

advisability of discontinuing the yearbook for the duration. Perhaps, in some instances, such discontinuance might be wise. However, in general, we believe it would be unwise. In any case, temporary emotion, snap judgment, and haste will give a wrong answer to the problem.

If you are planning a school memorial flag, buy only the *very best* of material and insure that the stars or other emblems are attached *artistically*. In more than one school we have seen a service flag of the first world war that is downright disgraceful—due to amateurish workmanship and inferior material that has faded, become discolored, and deteriorated. Such flags will, of course, shortly have to come down. If you haven't started right, begin all over again. Your flag should be a credit for years and years.

A few nights ago during an interscholastic football game we saw the cheerleaders of each school exchange places and lead their opponents in a few cheers. A nice stunt!

Why not organize a "Home Conservation for Victory Club," or a series of homeroom or assembly programs dealing very specifically with such topics as, reducing consumption of scarce commodities, prolonging the life of articles, saving food, conserving clothing, eliminating unnecessary buying, making minor home repairs, and sharing household tasks? Home economics, shop, agriculture, health, and art teachers, especially, can help with this activity.

This is the age of comic books—as far as many students are concerned. Their absurd array of fightings, leapings, flyings, ghostings, rescuings, and other nonsensical heroics would make a Jules Verne turn green with envy. Does the reading of them represent a profitable use of leisure time? Not if what we know about relaxation applies. Why don't you develop one of these comics and present it in the assembly? It would be an immediate success, dramatically, and would likely be a considerable success, educationally. At least it would certainly not be of less value than sermonization.

Is Your School Council an Effective Instrument of Democracy?

LONG AGO I learned the value of searching for key indications in a situation to determine if conditions were really as they were said to be, or were actually what they appeared to be. For example, a school head may tell you of the wonderful educational contributions his school is making to the pupils, but I want to know the pupil's answer to this question: "In what way has your attendance at this school made you think differently?" Or one may hear of the fine teacher-pupil relationships which exist in a school, but I want to ask: "Do your former students ever return after graduation for friendly visits?" The isolation of significant features of this sort are very important in the evaluation of certain intangibles.

Significant factors can be isolated to determine the adequacy with which school councils¹ function democratically. The really important features are not whether the school council has a constitution, whether it meets once a week on school time, or whether officers are elected without scholarship restrictions. Democracy is not a technique or a framework of government, even though the democratic spirit must have a medium of expression. The substance of democracy lies deeper, and its existence can be determined by finding what goes on behind the facade.

The existence of some of the more significant indications of truly democratic functioning can be determined through affirmative answers to the following questions. They are designed to find whether certain essential features of democracy are present, not whether certain provisions are made for them. A constitution may provide a most democratic framework for council organization, but the operation of the council may be quite non-democratic. Can you answer fifteen of these questions affirmatively? If you can, then your school council ranks high as an effective instrument of democracy.

1. Can the president, or the advisor of the council, outline a definite program projecting itself into the future, to which the council is dedicating its efforts? Most councils are wholly, or largely opportunistic. Their program depends upon the issues arising at the moment. An effective council should construct its program by determining what particular problems of the school community most urgently require its

¹The term "school council" is used instead of "student council" since in any school taking this organization seriously, other groups than the students will need to be represented in its deliberations. In fact, the extent to which a "student council" becomes a school council is one measure of the extent to which a school takes its council seriously.

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consideration. From this would develop a positive program of action which would in reality constitute a platform for the council, involving current activities and contemplated next steps.

2. Does the council give consideration to problems which are associated with the determination of school policies? Many councils are given no opportunity to consider any question involved in the formation of school policies. Instead they devote their time to working out mechanical routine details for already established policies. This is not to say that school councils should determine school policies, but it is to say that they should have the educational value which comes from working cooperatively on a significant problem, and that the best thought of the council is often a genuine contribution in the formation of school policies.

3. Are election arrangements such as to provide a continuity of officers? In many schools officers of the council are elected after school opens in the fall. This means that the entire school machinery and program is set up independently of the council machinery. When this arrangement exists, the council is obviously not integrated with the vital activities of the school, nor is it an integral part of it. Officers should be elected in the spring to provide a continuity of functioning, to give new officers a chance to benefit from the experience of the "out-going" officers, to provide the summer vacation to reflect on council policies, and to permit the council to emmesh its organization with that of the school.

4. Does the principal or superintendent of the school confer often with the council president, or council members? Are policies or decisions ever made in cooperation with the council, or in any way conditioned by council action? Does the principal or superintendent ever come before the council to ask for the advice, suggestions, or cooperation of the council? I once went into a school in January, and asked to talk with the council president. The principal called the council advisor to ask the name of the president. What more evidence is needed?

5. Do faculty members ever attend council meetings, consult with or participate in the deliberations of the council? If they do not, one can be almost certain that the council's activities are practically isolated from the meaningful

activities of the school. There should be times when the faculty actively seeks to enlist the support of the council on some important project, or vice versa.

6. *Is the routine work of the council organization adequately cared for?* In a school in which the council is doing a significant piece of work the school itself is concerned with seeing that the council has adequate facilities for carrying forward its work. This often requires some clerical and secretarial assistance in the school office, a place to file materials, and possibly office space.

7. *Does the council keep records of those of its activities which are of vital concern to the school?* The minutes and records of meetings of the average student council are usually a "sight to behold." The only thing which prevents them from being a disgrace is that the council is so concerned with trivial affairs that the council's records have no value. One time during my experience as council advisor all of our records were inadvertently destroyed. Our work had enough continuity, I am pleased to say, that after three years we still frequently felt the loss of our records. Have you ever had the experience of standing around while the council advisor and president poked around in every musty, out-of-the-way place trying to find the council constitution or minutes now lost, lo! these many months?

8. *Is a definite and sufficient time provided for council meetings?* Councils should meet on school time. A council which is working at significant problems will almost surely find it impossible to carry its work satisfactorily unless it has at least one meeting a week. Any organization lacking a definitely provided meeting time probably cuts but little figure with the authorities preparing the schedule.

9. *Can the council through its president and advisor call special meetings or school forums presided over by the council president for a consideration of important problems?* We have only to recall the issue made of this point by colonial legislatures and governors to recognize its significance in the maintenance of a co-operative democratic relationship.

10. *Can the lay members of the student body or faculty members cite any significant contributions made by the council?* This may not have the significance of some of the other questions, for much would depend upon adequate publicity. But if a council is functioning effectively the average citizen of the school community should be able to mention some of its achievements. I have often gone into schools and upon asking the average pupil in the corridor what the school council has done, have found him without the slightest idea.

11. *Are council elections serious referendums in which candidates for office have policies and programs for consideration?* School authorities often complain that school elections are taken so lightly by students that they fear for the future

of democracy. As a remedy, they should make the office of some significance. That will make a vast amount of difference in student attitudes toward elections.

12. *Does the faculty participate cooperatively in the affairs of the school council by voting or by attending and participating in school forums?* Everything depends, of course, upon the spirit of participation. Next to seeing a faculty participate for the purpose of domination, the most discouraging thing is to see the faculty very conscientiously keep entirely away from student problems, because "they are none of our concern, and the students should be left to run them."

13. *Are differences of opinion, even when individuals or groups are involved, considered openly and without rancor?* The objective exchange of opinion is a very important feature in the successful functioning of a student council, though it is a state which is reached only after experience in democratic living.

14. *Does the lay pupil know who is council president, or who are the council officers?*

15. *Do pupils speak openly when they are opposed in principle to the policies or program of the council?* In my experience one of the problems of student participation is to bring the students to the point that they are no longer afraid to give non-personal criticism for fear of injuring someone's feelings. An equally difficult problem is to get those who must meet opposition to accept it without personal pique or injury.

16. *Are homeroom or school forums provided for group consideration of council problems?*

17. *Does the council president occupy a prominent place in the life of the school?* In a school engaged in work significant to the school, the president may be as influential and as important a person as any faculty member. He might be expected to appear at many functions, to be on the platform at certain meetings, to welcome guests, and to introduce visitors.

18. *Does the council employ the talents of other students than council members in its program?* Council officers and school administrators are prone to regard the council as a closed corporation rather than an all-school organization. Regarding it so, all committees are appointed from the council, and all activities are carried out by council members. As an all-school body the council should appropriately be expected to call upon and utilize the talents of students and faculty members who can do the task at hand, regardless of whether or not they have been elected to the council.

19. *Are meetings conducted according to an orderly, parliamentary procedure?*

20. *Do members of the student body or faculty freely raise issues for the consideration of the council?* Too often the council does as did one council I visited. The chairman called the meeting together, asked for the minutes, asked if there were any communications from the ad-

(Continued on page 86)

The High School Victory Corps

WITH the creation of the war-inspired High School Victory Corps open to all the 6,500,000 students enrolled in American public and private secondary schools, a new chapter in school activities began. Since the outbreak of the war, December 7, 1941, students throughout the country have been asking, "How can we help in the war effort?" Organization of the High School Victory Corps to give every high school student in the nation the opportunity to participate in wartime service through a voluntary plan is the answer to the question.

The Corps is headed by Captain Eddie Rickenbacker, aviation leader and World War hero, and is sponsored by the United States Office of Education. Its two aims as set forth by the national policy committee are: first, immediate, accelerated, and special training of youth for war services they will be expected to perform after leaving school; second, active participation while still in school in the community's war effort.

Every high school student is eligible to join the general membership of the Corps, while those within about two years of completing high school are eligible for admission to any of these five service divisions: land service, which calls for pre-induction training for all branches of the army except the air; air service; sea service; production service, preparing for war industries and agriculture; and community service, preparing for medical, nursing, teaching, and numerous other professions, and for business and civic service. Girls predominate in the production and community service divisions.

The plan of organization suggested for the Corps calls for many changes and adaptations in the traditional high school program. To make the program effective, it will be necessary for high school administrators to eliminate many things and to substitute activities and experiences which will be of maximum usefulness to youth in wartime and which will prepare them to face reality in the war torn world which will exist when fighting ceases. The following quoted from the Victory Corps Manual is of significance:

"The Victory Corps is proposed as a nationwide wartime student organization for high schools. It is democratic and voluntary in character. Youths are invited to participate as equal partners in the war effort. They are asked to select their areas of special service and to help plan their programs of study and extra-class activity. High schools are given an opportunity to affiliate their present student organizations in one great nation-wide pattern of organization which will serve to stimulate and channel youth's enthusiasm, by giving recognition for appropriate war preparation and service. . . . All students will usually be able to qualify as

C. C. HARVEY

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members. General membership will have meaning only if it represents active student participation in the war effort. School assemblies, rituals of induction into membership, participation in parades, and other community ceremonies are among the means of giving recognition to members." Corps members wear "service" caps and arm insignia.

There are numerous activities mentioned in the suggested program for the Corps which thousands of high schools already have in operation. The great importance of the Corps is that it should be a means of enlisting, all or nearly all, high schools of the nation in those activities which are most valuable to the war effort and to the participating students.

One of the striking things about the suggested program is the emphasis upon the importance of extra-curricular activities in wartime. In the activity program, the high schools have an organization which needs little adaptation in order to provide the machinery for giving students a chance to participate in wartime activities. It was not intended by the founders of the Victory Corps to supersede existing high school organizations which, as mentioned before, are already engaged in war service activities. The Victory Corps Manual states:

"In addition to the service activities suggested there is a place in the Victory Corps organization for many extra-curricular activities which grow out of the school's wartime curriculum or which represent specialized interests and studies which may be difficult to provide in the organized curriculum itself. Suggestive of some of these are the following:

- First aid club.
- Camouflage club.
- Map-making and map-reading club.
- Model plane building club.
- Model ship building club.
- Model glider building and flying club.
- Marksmanship practice or rifle club.
- Home nursing club.
- Inter-American Friendship club.
- United Nations club.
- Meteorology club.
- Military hygiene and sanitation club.
- Photography club.
- Aircraft identification club.
- Radio communications club.
- Blinker and semaphore drill club.
- Combustion engine club.

"Whether or not the names of existing high school clubs are changed to mirror changes of club activities to fit the wartime situation, the

redirection of high school club activities is indicated. It will be one of the important responsibilities of the School Victory Corps councils and of service division counselors to develop plans by which to tie in a variety of clubs and extra-curricular activities with the High School Victory Corps program."

The High School Victory Corps should be a means not only of giving students a part in war-time activities, but it should have a wholesome influence in building morale among the nation's youth. Students of psychology have long recognized the fact that membership in a group in which one can be an accepted and active participant is of great help in keeping up morale. Working toward common goals is also an important factor in keeping up individual morale. Conditions which develop social consciousness of the individual and make demands upon him for sacrifices heighten morale.

In England everyone is linked to some organization through which he can contribute service in the war effort. This, according to psychologists, is one of the principal reasons why morale is high in England. The High School Victory Corps gives youth an opportunity to become attached to an organization through which can be made sacrificial contributions in the form of service, can keep occupied in activities which are of educational value, and can know that he is contributing something toward the greatest goal of America. It provides clear cut duties and opportunities for service related to war aims.

A seminar on "Morale and the Present Crisis" held in connection with the summer session of the National Education Association made the following statement:

Morale in the present crisis must be built around the all-inclusive objective of winning the war, but so developed as to carry over into the years when we must win the peace. Morale among youth can be developed as they feel that they have a vital part to play in the attainment of that objective now. Vital work is just as important for morale among children and youth as it is among adults." The plan and aims of the High School Victory Corps seem to fit this point of view admirably.

Is Your School Council An Effective Instrument of Democracy? (Continued from page 84)

ministration, and when there were none, adjourned the meeting. According to the minutes, this meeting was an exact duplicate of the preceding meeting.

21. Do students and faculty members discuss democratic principles involved in matters under consideration? This is probably the acme of achievement in council work. All too often in our democratic processes we are concerned with getting something for ourselves or our group rather than with ultimate objectives or the welfare of the larger community. When council members recognize that time occupied in debate on the principle involved is in harmony with the

democratic process, rather than a waste of time, the school authorities have brought the group a long, long way on the road to effective democratic living.

These twenty-one questions will furnish the average council some goals toward which to move, and should challenge school authorities to reexamine their relations to their school council.

A Bicycle Court

MARIE T. LAWSON
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CAN A junior high school social science class practice democracy in community affairs? Can a representative of a junior high bicycle club win an appointment on a city council committee? Can riding a bicycle safely be made popular? Can youngsters command the admiration of adults? Can boys and girls solve their own problems under guidance?

Marshall, Michigan, had a city councilman who foresaw the bicycle problem of today, four years ago. Three years of persistent effort on his part, plus the election of an interested mayor, resulted in the adoption of a city bicycle ordinance June, 1941. In an eighth grade social science class the gang spirit expressed itself thus, "Can't we have a bicycle club?" Through the superintendent of the public schools, these two forces met and organized a Marshall Bicycle Club divided into 17 units with a membership of 400 boys and girls from the third grade through the eighth, including public and parochial schools.

A coordinating council, composed of the presidents of the 17 units, began directing the educational activities of the organization under the guidance of a teacher who serves as a coordinator of the entire project. They found that, even with the cooperation of the majority of bicycle riders, a minority violated the city and state laws. What to do about them? To solve this problem they established a bicycle traffic court, which conducts hearings every other week in a high school room.

Bicycle traffic offenders are tried before a court bench of four persons who have equal jurisdiction in questioning and deciding the sentence of the defendant. The student judge, who acts as the leader, is elected by the entire membership of the Marshall Bicycle Club from three candidates selected by a nominating committee of senior high social studies teachers. The other members are an attorney recommended by the mayor, a representative of the city police force, and a representative of the state police whenever possible.

The coordinating council decided that this court should be one of record. Accordingly, a court clerk and court stenographer are elected by the club from six candidates selected by the nominating committee from a list of qualified
(Continued on page 90)

Wartime Conservation of Athletic Equipment

DURING these times in which our war effort program is taking many items of equipment which we need in athletics, it is important that we put a great deal of emphasis on care and maintenance of all athletic equipment. It is now imperative to the life of our program that we keep all athletic equipment in service as long as possible. We must pledge ourselves to make every effort possible to conserve supplies and equipment. Priority diversion of such basic materials as rubber and leather is making this increasingly necessary. It is the duty of every coach to conserve athletic supplies in such a way that maximum service will be realized.

At the present time there exists a definite curtailment of raw materials that our manufacturers need for making athletic supplies. There is every reason to believe that we will experience still greater curtailment as the war effort of this country is expanded. Thus, we can readily see the need, now and in the future, for conservation of equipment in order to meet the needs of our already rapidly expanding programs.

There are many different recognized ways in which athletic goods may be handled in order to give maximum service. Reconditioning of equipment each season is highly important. The process of reconditioning should be entrusted to some reputable firm that gives specialized service in such reconditioning.

We should realize that there is real economy in having athletic equipment reconditioned by modern methods. More athletic equipment is actually rotted out than worn out. It certainly pays in the end to avoid the ravages of perspiration, dirt, and moths. These things play havoc with neglected equipment. It is definitely a coach's responsibility to see that equipment is sent away to be cleaned, sterilized, and repaired. How much of this equipment should be sent away depends on the situation. Present indications are that a great deal more of this type of work will be done in the future than there has been in the past.

I have visited many schools recently and have found that there is an utter disregard, in several cases, for taking care of school athletic equipment. A majority of the schools do not have an adequate storeroom. It is obviously unwise and a serious mistake to purchase good equipment and not have a place to store it properly—the worst kind of false economy.

A storeroom is needed in which there are plenty of well-marked shelves and enclosures for storing athletic equipment and not as a catch-all storage place. If space is inadequate, as is sometimes the case, the least one can do is take inventory of the space available, then rearrange equipment to utilize the space in the most ef-

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ficient manner. In supervising a storeroom, boys should be allowed to enter only under supervision. Not only should all equipment space be plainly marked, but all shelves and the floor should be kept clean. The best ventilation possible under the circumstances should be provided. Thorough cleaning of the storeroom regularly is essential.

SOME GENERAL ADMINISTRATIVE SUGGESTIONS FOR HANDLING EQUIPMENT

1. Each boy making a trip should have an individual carry-all bag. The protection afforded by this bag will more than pay for the cost. Many suits can be soiled or torn before they are ever used unless they are packed properly for trips.
2. Keep accurate records of every item of equipment issued or exchanged. The individual card system is one of the best methods.
3. Do not allow players to use athletic equipment, such as hoods and warmers, for street wear.
4. Thoroughly dry and air all equipment after it has been used. Wet equipment deteriorates rapidly and loses its shape.
5. Never store equipment at the close of a season until it has been thoroughly cleaned.
6. Have all equipment that is damaged during the season repaired immediately if it is to be put back into service that season.
7. Taping equipment together with adhesive tape is a questionable practice and expensive, to say the least. It may, however, be used in an emergency. A small hole in a jersey may be temporarily mended to keep it from spreading, by placing a small piece of tape on the underneath side of the jersey to cover the hole.
8. All knitted goods or goods that might be attacked by moths should be stored in boxes with moth flakes or moth balls and tightly sealed.
9. If student managers are used—and they should be—they should be carefully trained in their duties so that they may assume their share of responsibility.
10. At the close of the school year, leave all equipment in readiness for issuing the next fall.

THE CARE AND MAINTENANCE OF BALLS AND LEATHER GOODS

1. All balls should be kept properly inflated when in use. Follow the manufacturers' regu-

lations as to recommended ball pressure. When inflating rubber valve balls, dip the inflation needle in glycerin and insert for inflation. As soon as the ball has been inflated to the desired pressure, turn the ball with the valve down and tap it. This glycerin helps keep the valve from being ruptured during insertion and it also serves as an aid to keep the valve from leaking.

2. Inflate the new stitch-seam ball, such as a football, to about half the recommended pressure and shape it by pressure, rolling it along the seams. Partially deflate after each game. Molded balls seldom require shaping because this is done at the factory.

3. Clean footballs with saddle soap or liquid ball cleaner about once a week or oftener; how often depends upon the playing surface used. Basketball and other leather-covered indoor balls should be cleaned regularly.

4. Boys should be instructed in the proper use of the balls, cautioned against conditions that cause excessive wear, such as throwing or kicking them on a cinder track.

5. Do not throw away balls that can be repaired. Have them repaired and put back into service.

6. All leather goods should be cleaned and then treated with a leather preservative.

Above all, remember that a great saving can be realized by the application of a little thought, time, and effort to keep equipment in a serviceable condition as long as possible.

A Social Relationships Project

LOREN F. GREEN
Reading High School
Reading, Michigan

LAST year the Freshman Civics Class and Home Economics Class of Reading High School discovered that they were both busy working on definite phases of social relationship units. They began wondering why they might not correlate the two subjects while they were working on these units.

After getting some facts on their situation, they decided that there was a real need for this correlation because Reading is an educational center located in a rural community. The High School has 160 students, of which 60 per cent come from rural one-room schools. Only 15 per cent of this group will go on to college. The others will remain in the community and surrounding localities. They noted that there was a lack of correct social relationship between students because of the diversity of their former training. The social relationship units served as a natural situation for correlation.

Typical problems were: lack of sportsmanship on the part of spectators—both students and townspeople—at high school athletic events; embarrassment on the part of both boys and girls

at social dances because of lack of knowledge regarding correct behavior and procedures as in asking a partner to dance; and lack of even the most rudimentary knowledge regarding etiquette during the noon hot lunch period.

Several techniques were involved in the development of this course. These were as follows:

(1) *A question box.* This was set up to determine personal student needs and problems as a method for setting up objectives for the unit in family and social relations. These problems were organized into groups.

(2) *Class organization on a democratic basis.* This involves selecting a student chairman and secretary. Discussions were held with an attempt to come to conclusions on these problems.

(3) *An assembly program.* The students set up skits to portray through action the right and wrong ways for meeting situations in their day's activities. These were originally planned for class use only. Comments were made that the whole high school could benefit from these skits; and as a result, an assembly program was planned and presented.

EVALUATION

1. *Assembly program:* General reaction to the program was favorable.

2. *Class discussions:* The students' comments showed the unit had been of personal value to them.

3. *Observation of teachers not participating in unit:* Other teachers observed improvement in general student conduct, particularly in students participating in unit.

4. *Testing in homemaking group:* A written problem test after conclusion of the unit indicated a favorable result.

5. *Evaluation by teachers participating in the unit:*

a. Strong points noted:

1. 100 per cent participation by class.
2. Marked interest shown by all members.
3. Democratic procedures were used.
4. Effects of unit were felt by the whole school.
5. Unit resulted in improved attitudes and behavior of participating group.
6. Activities continued after the actual unit had ended.

ACTIVITIES RESULTING FROM THE UNIT

1. Combined discussion group one day a week.
2. Setting up of rules for better table manners during hot lunch.
3. Suggestions of possible home projects for homemaking girls.

To create a backlog for the solution of problems to come, it is necessary that our schools and colleges proceed with as little interruption of the normal routine as the present state of war will permit. That means giving every support possible to the continued training of our American youth with every emphasis on the manifold seriousness of the task that lies before them in their early adult years.—Lynn U. Stambaugh

Do Your Science Projects Reach Home

AS YOU doubtlessly know, recent years have witnessed a never-ending attack upon the value of project work¹. Because of the ever-increasing responsibilities placed upon the public school teacher, it has been frequently charged by some administrators that creative activity² requires too much time for the outcomes derived. It is further charged that limited participation and sponsor guidance render this work highly questionable from an educational standpoint.

Are these reasonings at fault; or is the science teacher primarily afraid of doing a little more than is expected of him? Teachers must take a more critical attitude toward their own work. In many instances, they have frequently admitted their inability to lift their pupils above general mediocrity. It must be remembered that a great number of these young people are non-academic in their interests. Perhaps the teacher hesitates to break away from traditional routine teaching. Contrary to these common beliefs, the writer is of the opinion that if the teacher is willing to carry the project idea into the home³, much more can be accomplished in influencing the lives of boys and girls. Such a subject, notably biology⁴, lends itself readily to this treatment.

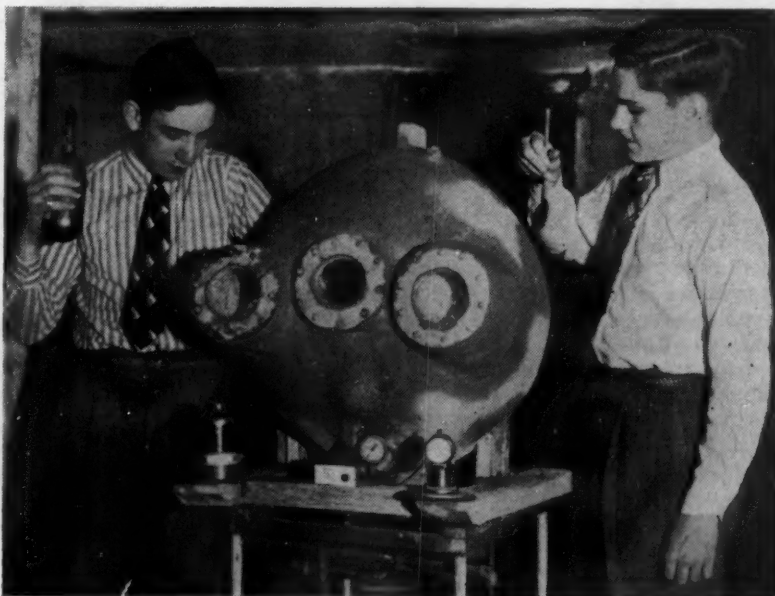
For years we have talked loud and long about educating the "whole child," and yet through this follow-up medium, isn't it true that we have the opportunity to help in shaping his future? Let us make use of it! Is the home generally meeting youth's needs? To relate a specific instance, the writer had a pleasant conversation with the mother of one of the boys on school problems. At the same time he was able to watch, with interest, the boys working with crude tools in the construction of a scientific model. The parents gladly

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Irvington High School
Irvington, New Jersey

furnished ideas and assisted generally. This cooperation consisted of help with the manipulation of tools and the supply of materials. One father, a plumber, was able to buy the material at wholesale price.

Below is a pictorial example with a detailed description of how these two tenth-grade biology students actually made this out-of-school model of Dr. Beebe's Bathysphere.

The first step in its actual construction was to make a form consisting of five 24-inch wire circles. Four were joined together to resemble the meridians of a globe and the fifth formed the equator. With this as a foundation, six smaller circles were constructed and fastened in place to resemble the parallels on a globe. All joints were wired and soldered. For observation ports, three 7-inch center openings (1 inch apart) were cut and stovepipes (center one, 2 inches long; side ones, 2 inches long on the inner side and 8 inches long on the outer side) fitted in the apertures. The outside tubes were slanted slightly toward the center. A fourth hole (7 inches) was made for the back hatch. The framework was covered with fine wire, sewed cheesecloth, and coarse asbestos, then fine asbestos to provide a smooth surface. Next, three 5-inch circular glass pieces were set between corrugated cardboard window frames. For



Howard Herman (left) and Wilbur Wagner (right), Irvington High School, at work on their model of Dr. Beebe's Bathysphere.

¹A portion of this article, including the details for the construction of the model bathysphere and the summation, appeared in *School Science and Mathematics*, Vol. XLII, No. 2 (February, 1942), pp. 157-159.

²The Science Leaflet, Vol. XIV No. 4 (October 3, 1940), p. 30. The Science Leaflet, Vol. XIV, No. 25 (March 27, 1941), pp. 27, 28.

³Simmons, Maitland P., "Publicizing General Science," *School Activities*, Vol. XIII, No. 6 (February, 1941), pp. 224, 225.

⁴Simmons, Maitland P., "Popularizing Science," *Science Education*, Vol. 25, No. 2 (February, 1941), pp. 93-95.

the back door, a 4-inch circular piece of cardboard ($\frac{1}{2}$ inch thick) was cemented to the center of a 7-inch circular cardboard. To give a realistic effect for holding the windows and the all-cardboard hatch in place, ten hexagonal nuts were screwed on evenly-spaced stub bolts inserted in the frames. The windows and door were then fitted into position. Next, a $\frac{1}{4}$ -inch hole was made slightly to the side of the top center of the ball and a heavy wire (telephone cable) was inserted. For the three-hole cable block, a 4 by $\frac{1}{4}$ by 2-inch piece was glued at the top center of the ball. Putty and plastic wood were used to fill in joints and contours. The ball was then sanded smooth and painted (two coats) a marine blue to give it a deep-sea effect.

For the bathysphere's supports, two wooden pontoons (24 by 4 by 2 inches) were cut out and inclined slightly downward at the ends. A crossbar (14 by 4 by 2 inches) was then attached at a point four inches from each end. In the center of these four pieces, a 4 by 2-inch upright (upper inside inclined slightly downward) was bolted (two bolts). The diving chamber, now ready for exhibit, was set in between the props.

The final step was to install, through an already made side-observation window (10 inches square), equipment consisting of two genuine oxygen tanks (procured from a chemical company), barometer, ventilator, and radio instruments.

Progress was considerably hampered owing to unavailable plans and inadequate facilities for construction. Due to this fact, six months were needed, working at odd hours, to finish the work. The cost of the materials was approximately five dollars. The tools included whitewash brush, paint brush, screw driver, hammer, pliers, tinner's shears, trowel, soldering iron, and saw.

During a general science display in our school library and at the American Institute Science and Engineering Fair New York City, this unusually large size model aroused considerable enthusiasm among students, parents, teachers, and friends. One of the boys who participated in its creation received a money-award for his most interesting description in the Science Fair issue of *Current Science*⁶.

From this leisure-time activity much has not only been gained in learning and applying scientific knowledge in a democratic spirit of cooperative effort, but the writer feels a deep personal satisfaction for his part in the service rendered. Project work should be a potent force toward making the family a stronger unit. The school at every point should take the home into consideration as a partner whose friendly relationship is not only desirable, but absolutely essential if the boy or girl expects to enjoy a more useful life. If the project serves as an important educational function for the science-interested adolescent, and it should, then science teaching affords an excellent opportunity for taking the school into the home.

⁶"Your Science Fair" *Current Science*, Vol. XXVI, No. 31 (April 21-25, 1941), p. 123.

A Bicycle Court

(Continued from page 86)

girls compiled by the commerce department. The clerk prepares the docket, provides the court bench with previous records of defendants, signs all admittance slips for students, prepares lists of witnesses, and swears in the witnesses. The court stenographer takes the testimony of witnesses in "not guilty" trials and prepares a copy for permanent file.

A public attorney, elected by the club from three candidates recommended by the speech department, presents and protects the interests of the club in court. He obtains data for cases from summonses turned in by the police patrol.

The court officer is responsible for the arrangement of furniture in the "court room," declares court in session, keeps order in the court, and recesses court. He is the only officer elected from 3 candidates selected from the ranks of the club by the coordinating council.

A probation officer also is elected to keep a record of reports of all violators who have been placed on probation. He supervises all conditions of probation, even to attendance at traffic school. He impounds and releases all bicycles as directed by the court bench.

If the defendant enters a plea of "not guilty," he may select one of six defense counsels to represent him. However, he may plead his own case, if he prefers.

The Circuit Judge of Calhoun County conducts a school of instruction for all elected officers before the initial court session of the year.

Summonses are issued by the city police force and student patrolmen. One patrol officer from each unit is appointed by the executive board from a list of volunteers. After a period of probation, the patrolmen are sworn in as members of the Marshall Bicycle Patrol by the Chief of City Police. Police badges furnished by the city council are issued to them. A student chief of police, elected by the club from candidates selected by the nominating committee, acts as liaison between the city police and bicycle patrol.

To relate just one practical outcome of the court. A violator was sentenced for obstructing a theater entrance with a parked bicycle. The president of an eighth grade unit of his own volition appeared before the city council to ask for bicycle racks to be placed by the city in front of the theaters. The council so moved, and the mayor appointed a committee with power to act. Two members of this committee were the aforementioned president and student chief of police.

H. W. Holmes, Superintendent of Schools, states:

"The court which is in the second year has received excellent cooperation from the entire community. As a result of the court work, boys and girls in Marshall have become law conscious not only with bicycle regulations but many other general laws. The community feels that the bicycle court has made Marshall a much safer city for both adults and children.

Where Vocational Guidance is a Total School Problem

WITH the need for vocational education becoming more pronounced each year, many schools throughout the country have included vocational study in various forms in their guidance programs. Some schools have used the study merely as extra-curricular work, others have used it only for special classes, and still a few others have used it as a total-school program.

The first effort of the Bay County High School of Panama City, Florida to use vocational study as a total-school program was in the year 1939-1940. The same plan at the request of the pupils themselves was followed again in the 1941-1942 school year.

This vocational study course was sponsored cooperatively by two school groups, the Student Council and the Beta Club, and by the local Kiwanis Club. Preliminary plans were formulated by a special committee of pupils and faculty members under the leadership of the principal of the school.

In order to include as many different vocations as possible, as well as to give time for individual study and investigation, the course was purposely spread over a period of seven weeks. The plan included an introductory period, three definite phases of study, and a culminating activity known as Career Day.

The introductory phase of the vocational study consisted of an informal but well-planned lecture on the importance of wisely choosing a career, and statements by pupils of a felt need for such an undertaking. The address was delivered by Dr. Ralph Lee Eyman, Dean of the College of Education of the Florida State College for Women, to the entire student body of nine hundred, part assembled in the auditorium and the others listening over the public address system. The public was included by means of a broadcast over the school's remote control system of the local radio station. Thus the way was prepared for public information and support of the plan for the mutual benefit of the school and of the entire community.

The first study phase of this developmental program consisted of a series of fifteen-minute lectures over the public address system, two being given each week, on such broad subject fields as the following: vocations in National Defense; mechanical occupations, biological sciences, physical sciences, papermaking (the city's chief industry), personal service occupations, literary occupations, public relations, home making, business administration and specialized selling, agriculture, aviation, communication, transportation, and public performance occupations. These talks were made by men and wo-

N. JANE BENTON
*Bay County High School
Panama City, Florida*

men in the community who were outstanding in their respective fields of work.

The second phase of the study consisted of a series of pupil-lecture programs on the advantages of choosing wisely a vocation in which one may find success and self-satisfaction. These programs were given by the members of the local National Beta Club, a pupil leadership-service organization. Each lecture group had a schedule of five days in which they met various pupil-study classes.

The third phase of this study was a week of pupil study and investigation through classroom groups under teacher guidance. Advance preparations were made by the library committee and the teachers, so that ample material was available for examination and study. A guide-sheet for the study of a vocation was used as an aid in making a thorough inquiry into the occupations chosen. (Such guide-sheets have been prepared by WPA groups and by several vocational magazines.) Each pupil was allowed to investigate his own interests, so that practically all of the work was either done individually or in small discussion groups.

Following this week of investigation and study, each pupil was given a card on which he was asked to list the two specific occupations in which he was most interested and on which he would like to have further information.

Based upon the data thus received, other leaders, successful men and women, each experienced in the vocations on which he spoke, were selected to come to the school on Career Day to meet with two scheduled groups, each first and second choice groups, to lecture and discuss with each of them the occupation the group had chosen. These speakers were selected jointly by the Kiwanis Club and the school committee and were personally contacted by the members of these committees. There were thirty of these conference leaders meeting with groups of ten to one hundred twenty-five pupils each. Each group met for a period of sixty minutes, and each pupil was allowed to attend the two lectures for which he had registered.

Each group had made advance preparations under the direction of a faculty leader who had been designated by the planning committee. Officers, consisting of a chairman and a secretary were chosen by each group—the chairman to preside and the secretary to write in advance to the group speaker stating specific questions which the group had decided they wished to

have answered in the conference period. Beta Club members were designated to introduce the speakers to the various groups. These careful preparations made it possible to conduct a forum of well chosen and meaningful material, which made the day, Career Day, a worthy culminating activity of the entire project.

In addition to the three phases of the study-plan, several motion pictures on vocations were shown in the school. Pupils were encouraged to visit actual scenes of desired employment and to have interviews with persons engaged in his chosen trade or profession.

Although a few pupils may still be undecided on vocations after this intensive study, the faculty feels that the majority of the student body have gained much from their experiences in these activities. Many have discarded former choices of vocations as unsuitable for them and have started well on the way to intelligent decisions regarding their careers. Thus, the success of Career Day may be measured not so much by the actual number of pupils making definite vocational decisions, but more by the fact that pupils have been provided intelligent guidance in vocational choices.

"I Move that . . ."

JEN ELIZABETH JENKINS

*Fairbury High School and Junior College
Fairbury, Nebraska*

Scene: Public Speaking classroom in Mead, Nebraska, Consolidated High School.

Time: During class one day early in the first term of the first semester, 1941.

Characters: Public Speaking class (thirteen juniors) and their instructor.

Preliminary Events: Daily parliamentary drill.

Dialogue:

Junior Girl: Why, our class members break some of these rules every time we have a class meeting! I wish they could have some drill—especially the officers!

Junior Boy: Why don't we give it to 'em?

And such was the birth of the plan of the Mead public speaking class to give weekly systematic parliamentary law drill to the officers of all junior and senior high school classes and clubs.

Planning of the details required some discussion. First, the activity period every Thursday was set as the time for the drill. Realizing that senior and junior high school students are of significantly different degrees of maturity, the class decided that there should be concurrent meetings administered in appropriate ways. The class was divided into two sections—the junior high and the senior high advisory groups. Two of each section were named by the instructor to act as leaders of the respective groups.

Specific plans for the Thursday drill were made during the Wednesday or Thursday morning class recitation. The two advisory sections met separately to decide what they would do

and how they would do it. Oftentimes a few minutes on Friday morning was spent in a brief report of the problems arising during the previous drill.

A series of twelve drills was held, terminating at the end of the first semester.

The initial lesson dealt with the eight steps in the progress of a motion. With this lesson, as with all of them, the class members first presented a demonstration of the procedure. Every member of the student group was asked to receive a motion and dispose of it. Observing a seventh-grader efficiently and correctly take a motion through its various steps brought a thrill to the instructor, whose first experience in parliamentary law practice did not occur until college days.

One special meeting only club and class secretaries were asked to attend. The principal rules for keeping the secretary's book were explained by the leaders. Periodically the remainder of the year, one of the leaders (himself a club secretary) inspected the secretary books. According to his report, much improvement was shown.

After the fundamentals were presented, the senior high group organized a Junior Chamber of Commerce and carried on its business. The junior high group formed itself into a Hobby Club.

Problems other than those connected with the content of the next drill often came to the attention of the advisory groups.

"One girl keeps saying it's awful dry. She says she knows all that junk!" indignantly reported one member.

"Does she really know it?" demanded a second.

"Let's find out!" cried a third.

Innocently enough at the next meeting, the leader asked the complaining one to take charge. The confusion she showed in the disposing of the simplest motion was embarrassing enough to her that she did not again mention her superior knowledge in the presence of any of the advisory group.

As a test, parliamentary spelldowns were held at the closing meeting. The names of the members who stood longest were placed in the school paper honor column entitled; "Gold Nuggets from Our Treasure Chest to:"

Values? Democratic ones, in capital letters!

A debating coach from a midwestern capital city high school on a trip to New York a few years ago attended some of the Communist meetings in the city. Said he: "Those Communist leaders are thoroughly versed in the use of parliamentary law; they know how to lead their assemblies into the paths planned for them. The leaders of democracy must be as well prepared if democracy is to progress!"

True words, those. When the dark days of war are ended and the reconstruction begins, we are going to need, more than ever, these "human engineers," from the most elementary school club to the highest governing body in our land. More power to them!

Let's Make a Movie

PERHAPS one of the most interesting hobbies open to students is that of movie making.

Certainly no other hobby offers as many possibilities. Movie making is very new, for it did not make its appearance until the late 1920's and then only as a hobby of the wealthy. But now, almost fifteen years of constant improving and price lowering, it has come within the range of everyone's pocket book. Its low cost as a hobby can best be explained by telling of the work of a group of juveniles, who at the age of fourteen (in 1936) started what is perhaps America's first amateur-juvenile movie company.

Continental Pictures was organized in May, 1936, when two boys, John McNaught and Robert E. Johnson of Kearney, New Jersey, received small movie cameras for presents. Both boys had an interest in theatricals prior to that time, so the idea of starting a juvenile movie company fell right in with their plans. But they did not do the usual movies of families, gatherings, and the like. Instead they did movies, as is done in Hollywood, movies that tell a story.

In 1936 the newly formed group came out with its first picture, "In Trouble." It wasn't a finished product, judged by modern standards, but it was a start toward something better. Two years later saw the group making photoplays with more approach to perfection. It was in that year that they produced the Grimm fairy tale, "Hansel and Gretel." When they had completed that film, they showed it in the public schools of Kearney. So successful was it in these schools that Continental is now able to show all of the new films there.

Completion of "Hansel and Gretel" gave Continental the idea to produce more fairy tales for their school shows and for the children of their other audiences. A year or two later saw the group busy at work on their second fairy tale, "Little Red Riding Hood." This too was an instant hit.

Another series of films of which CMP is proud is the Sadie and Mable series. Sadie and Mable, newspaper reporters, are the stars (parts taken by fellows) of the series. Latest of their films has been "Out Camping," the story of a vacation in Maine, and how, while on it, they got a scoop for their paper.

Recently produced was a picture entitled "The Refugee." This is the story of an English boy who is forced by the circumstances of war to come to the United States. The photoplay tells of his life in America and how he makes his American friends realize how lucky they really are over here.

Next on the Continental production list is a teen-age romantic epic. This is to be followed by "Rumpelstiltskin," the third of the CMP fairy tales.

All these films that have been produced by

ROBERT E. JOHNSON
Continental Motion Pictures
Kearney, New Jersey

Continental have been paid for out of typical boyish allowances and by money received from the school shows. Continental is entirely self sustaining and neither expects nor receives any help from any outside source. The work of this group is remarkable, but its achievements could certainly be duplicated by any other group of juveniles. The truth of this statement can be found in the fact that there are now about fifteen amateur-juvenile movie groups like Continental in the United States, most of them having taken the idea to produce movies from Continental.

Nation-wide publicity in the newspapers in New York, Newark, and San Francisco; radio publicity on Hobby Lobby (NBC), Bright Idea Club (BLUE), a radio quiz show (WAAT) and others; movie publicity through Pathe News; magazine publicity in Pic, Scientific American, The American Magazine, Popular Photography, U. S. Camera, and others. PIX, International News Service, and Graphic House have all released series of pictures showing the group in action. General Mills recently prevailed upon the group to endorse their product "Corn Kix" for the commercials on their "Lone Ranger" program. All these bits of publicity should alone show how famous Continental's work has become.

In the past few years, Continental has been trying to interest local editors in amateur movie making as a necessary part of any school's activities. The first success was realized when a high school in a local town accepted the idea. This was soon followed by the high school in the group's home town. Thus these groups of youngsters are engaging in the interesting work of movie making. It has now been found that schools all over the country are beginning to take an interest in amateur movie making as a hobby.

There are many ways in which movie making can be helpful in the schools. As an aid to education, it ranks high. Script-writing, an important part of movie making, will enlarge upon the facilities of any school's English composition courses. Photography fits into the science program, while scenic designing fits into the art courses, and acting falls into the dramatic classification. Just think of how much more interesting a short story, or a dramatic poem might be, were it screened rather than read, and how much more interesting it would be for the pupil, were he told to write a movie scenario rather than an essay on "How I Spent My Summer Vacation."

"Seeing is Believing." How much more ef-

fective movie films of instruction are than the spoken word! A film on first aid, hygiene, air raid protection, and the like brings those all-important subjects to life before the pupil, whereas a talk on the same subjects might have no effect whatsoever.

What few arguments we offer here are only a few of the many that we have used in convincing educators of the advisability of amateur movie making as an extra-school activity. The fact that we at Continental, with little outside help, were able to accomplish what we have, is proof that amateur movies is not so impossible, after all.

Hazleton's College of the Air

ROY E. MORGAN

Assistant Supervisor of
Undergraduate Centers
The Pennsylvania State College
State College, Pennsylvania¹

THIS is the simple story of what one school has done to educate and inform the community concerning its contribution to and place in the war effort.

The community is Hazleton, Pennsylvania, a city of some 38,000 inhabitants in the heart of the Keystone State's anthracite coal region; the institution, the Hazleton Undergraduate Center of The Pennsylvania State College, a two-year junior college with an enrollment of more than 300 full and part-time students.

Shortly after Pearl Harbor, the faculty of the Hazleton Undergraduate Center voiced its desire to do something educational, yet practical, to promote the national interests. It was felt that perhaps the most important task that they could perform would be to help enlighten the community on many of the war issues. Therewith was born

¹In October Roy E. Morgan became head of the training facilities of the Pre-Induction Training Division of the War Department and is stationed at Arlington, Virginia. (Editor)

"Hazleton's College of the Air," a weekly round-table discussion of contemporary problems broadcast by radio station WAZL, owned and operated by Hazleton Broadcasting Service, Inc.

The purpose of the program has been entirely one of service. Thus a series of discussions have centered around such topics as "Backgrounds of the War," "After War, What?" and "Current Political Trends."

Separate programs have also been devoted to "War Courses of the Hazleton Undergraduate Center," "Hazleton's Part in Financing the War" (a local "bond week" feature), "What Next for the High School Graduate?" and similar pertinent but unrelated topics.

As a rule, participants in a forum have included two or three faculty members, sometimes a student or two, and usually two townspeople chosen either because of prominence or because of knowledge of the subject—usually both. That this arrangement has been successful is indicated by the character of the citizens appearing on the various programs. Discussing the local community's part in the war effort, for example, were the Chairman of War Bond Sales as well as the Chairman of the Chamber of Commerce Industrial Development Fund. Similarly, a program devoted to civilian defense measures brought to the microphone the chairmen of both the Defense Council and the Women's Home Defense Unit. Propaganda was discussed by a representative of the press and the radio, modern mechanical warfare by head of a public utilities laboratory and a deputy state fire marshal.

(Continued on page 97)



The Community Listens In

A Library for the Journalism Classroom

THE JOURNALISM department is one of the high school units most receptive to the current interest in classroom libraries. Journalism is a field which demands—and with a little encouragement gets—wide collateral reading. It is also a field in which the most significant books are not always obvious. Journalism is so broad a subject and brings together so much that is worth-while that, more than most high school subjects, it presents an integrated picture of life. Incorporating the information of many other fields, it re-interprets it from a single point of view and so makes it live for the student.

Neither the Dewey nor the Library of Congress system of classifying books makes provision for a comprehensive journalism collection. They bring together mostly the technical works that are important reference tools but not always the most interesting reading. Journalism books may be scattered on a dozen shelves or more, since in most libraries where the Dewey system is used only the out-and-out technical works are classified as .070. The really interesting journalism books, the ones that would circulate if they could be readily located, may be disguised as 920's, 808's, 659's, 796's, 940.5's, or B's, or perhaps lost in the vast preserves of the fiction shelves. The Library of Congress system scatters journalism books even more widely.

Another handicap of the regular classification systems is that they make it necessary for the student to know the author and title of a book before he can find it; that is, he must find the book in the card catalogue and get its numerical classification before he can locate the book on the shelves. In some libraries the student might locate the desired book by looking under the subject heading in the card catalogue, but in the majority of high school libraries he will find little beyond the .070 books listed there.

Were a journalism shelf available, the student might browse around until he finds the volume that best suits his need or inclination. From both teacher's and student's viewpoint, more satisfactory than a journalism shelf in the general library, would be the departmental or classroom library. This would involve collecting all books dealing with any phase of journalism and arranging them on a shelf or tier of shelves, numerically, as in the general library, or better, grouped according to the topics usually studied in a journalism course. Placed in the journalism classroom, the books will serve an esthetic as well as a practical purpose. When books are thus removed from the general library to form a special departmental library, the entries in the card index should be marked with the location of the books so that the general reader can find them.

Where the classroom library is not feasible, the next best thing might be to provide each

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student with a bibliography. This, too, in a sense, would bring all journalism books together. Intelligent topical classification in the bibliography would be a fair substitute for a similar arrangement of the books on the shelves. Annotation would further increase the value of the bibliography, and giving call numbers for the books would eliminate the otherwise essential step of locating the book through the card catalogue. There is the possibility, of course, that when the student has run down the book he has selected in the bibliography, he may find its place on the shelves empty and be obliged to begin the process over. Nevertheless a reading list is worth-while, since it does, just as the classroom library does, what the conventional classification of books does not: convey to the student some idea of the wide ramifications of journalism.

The inevitable revelation of a broad journalism collection is the inter-relationship of journalism and other fields. That almost everything one reads is background for understanding journalism is a discovery that often pleasantly startles students. Considered in so broad a sense, of course, the journalism is highly diluted. To hit the bull's eye, reading even for journalism needs guidance. Following is an attempt to give this guidance through the selection of a minimum library of thirty volumes, all of which can make significant contributions to the information, understanding, or appreciation of the student. The books selected cover the major phases of the subject, not completely, but adequately for non-vocational purposes. Some divisions of the subject are scantily treated, as for instance, sports writing, because no books specifically treating them are sufficiently good to be included in a brief list. A longer list would include Paul Gallico's *Farewell to Sport*, which does an entertaining job of debunking, or Jack Kofoed's *Thrills in Sport*, or John Kieran's *American Sporting Scene*.

Books on the interpretation of news occupy a proportionately large space on the minimum shelf, but interpretation is the modern trend, and unless signposts are misleading, we are headed for more rather than less of it. Interpretation is fraught with danger for the uninitiated, so let us bias our book selection on the stitch-in-time basis.

In selecting a minimum library it is inevitable that excellent books should be omitted. Those listed, however, are of unquestionable quality.

Many of them, it will be noted, are of recent date, partly because journalism is a live subject, but also because the quality of books in the field of journalism has risen amazingly in recent years. In a day of news interpretation, we will hazard a guess that the increasing interest in newspapers, advertising, radio, and allied subjects has spurred the search for publishable material. The result has been the appearance of several journalism books among the best-sellers.

The books listed below range from very easy to fairly difficult reading. The annotations attempt to suggest this as well as to describe the contents of each volume.

A satisfactory working library of journalism ought to include all of these thirty books or their close equivalents. Once established, the collection needs to be kept up-to-date by the addition of significant new books as they appear and by the replacement of old books with later or more adequate treatments of the same subject. The list covers the field in the following order: general survey, special phases of journalism, ethics and influence of the press, vocational guidance, personal experiences, fiction.

A Minimum Journalism Library

INTERPRETATIONS OF JOURNALISM

By Frank L. Mott, ed., Crofts, New York, 1937, \$3.00.

Some of the best thought on journalism from the *Areopagitica* of Milton to an essay by Walter Lippmann. Contributors are names to conjure with in the field of journalism.

SURVEY OF JOURNALISM

By George Fox Mott and others, Barnes and Noble, New York, 1937, \$2.00.

As its title indicates, this covers the field. It has both unity and coherence in spite of its 13 contributors. Useful as a reference, or even as a text.

INTERPRETATIVE REPORTING

By Curtis D. MacDougall, Macmillan, New York, 1938, \$3.60.

This is the best text on newswriting, bar none. It is planned for the college level and expects a good deal of the student in the way of intelligence and real desire to learn.

MODERN FEATURE WRITING

By H. F. Harrington and Elmo Scott Watson, Harpers, New York, 1935, \$3.00.

An up-to-date version of Harrington's *Chats on Feature Writing*, and a thorough treatment. Quotes liberally from successful writers.

HANDBOOK FOR HIGH SCHOOL JOURNALISM

By Anne Savidge, Douglas Printing Company, Omaha, 1940, \$1.50.

Excellent on headlines and makeup. Has unusually complete, classified bibliography on the whole field of journalism.

THE BUSINESS DEPARTMENT OF SCHOOL PUBLICATIONS

By Harry S. Bunker and others, Lombard Press, Iowa City, Iowa, 1932, \$2.50.

This is a fine little volume that does a thorough job of covering the field indicated by the title.

HEADLINES AND DEADLINES

By Robert Garst and Theodore Bernstein, Columbia University Press, New York, 1940, \$2.75.

Explains the technique of copyediting according to the best standards of the metropolitan press. Both the authors are *New York Times* men.

NEWSPAPER MAKEUP

By John E. Allen, Harpers, New York, 1936, \$4.00.

Much about typography by the editor of *Linotype News*. A fine guide for those who want to experiment.

NEWS PICTURES

By Jack Price, Round Table Press, New York, 1937, \$3.50.

Pictures are an essential part of modern journalism. This is a good general introduction by a veteran in the field.

ADVERTISING LAYOUT AND TYPOGRAPHY

By Eugene Lopatechi, Ronald Press, New York, 1935, \$3.00.

An up-to-date book in its field; contains useful material on ad planning, with emphasis on type selection and layout.

400 MILLION CUSTOMERS

By Carl Crow, Harpers, New York, 1937, \$3.00.

This is about advertising in China, but don't let that fool you. By implication alone it tells more about advertising in general than many texts on the subject. Besides, it's delightful reading.

PUBLICITY IS BROCCOLI

By Constance Hope, Bobbs-Merrill, New York, 1941, \$2.00.

The inside story of how it is done, by the woman who publicizes Lily Pons, Lotte Lehmann, a chain of restaurants, the Hammond electric organ, a variety of other persons and institutions. Entertaining reading.

I LIVE ON AIR

By A. A. Schechter, Stokes, New York, 1941, \$3.75.

Not too well organized, this thick volume nevertheless contains a vast amount of interesting material about radio journalism by a man who knows his subject at first hand.

THE DAILY NEWSPAPER IN AMERICA

By Alfred M. Lee, Macmillan, New York, 1937, \$3.50.

Sociological in its interpretation, this is the best comprehensive history of American journalism.

AP: THE STORY OF NEWS

By Oliver Gramling, Farrar, Rinehart, New York, 1940, \$3.50.

A wealth of interesting detail about the growth of American journalism.

LORDS OF THE PRESS

By George Seldes, Messner, New York, 1938, \$3.00.

There is much in American journalism that is not fine: This book is poorly written but its indictments ring true, and no journalist can afford to be ostrich-like.

FREEDOM OF THE PRESS

By George Seldes, Bobbs-Merrill, New York, 1935, \$3.25.

This is a companion piece to *Lords of the Press*. The evidence is thrown together haphazardly, but the charges are valid. It is well to know these things.

THE CHANGING AMERICAN NEWSPAPER

By Herbert Brucker, Columbia University Press, New York, 1937, \$1.50.

An excellent analysis of the contemporary newspaper, with emphasis on the lines of probable development.

THE PRESS AND WORLD AFFAIRS

By Robert W. Desmond, Appleton-Century, New York, 1937, \$3.25.

Dealing with both foreign correspondents and foreign newspapers, this book contains information not available elsewhere. Both for reading and for reference.

PROPAGANDA

By Leonard W. Doob, Holt, New York, 1935, school edition, \$2.65.

This is the most satisfactory general treatment of propaganda in contemporary life. Scientific, but not too hard reading.

WITHOUT FEAR OR FAVOR

By Neil MacNeil, Harcourt, Brace, New York, 1940, \$3.00.

An absorbing picture of a high type of modern newspaper, by the man who puts the *New York Times* to bed five nights a week.

WE SAW IT HAPPEN

By H. W. Baldwin, ed., Simon, Schuster, New York, 1938, \$3.00.

New York Times men and women tell the stories behind the stories that appeared in the paper.

TO THE BEST OF MY MEMORY

By Albert Payson Terhune, Harpers, New York, 1930, \$4.00.

An excellent picture of actual newspaper work, as contrasted to fiction and movie versions. This has the same charm as Terhune's dog stories.

LADIES OF THE PRESS

By Ishbel Ross, Harpers, New York, 1936, \$3.75.

Interesting bits of history and biography. Required reading for girls who are thinking of journalism as a vocation.

PERSONAL HISTORY

By Vincent Sheean, Doubleday, Doran, New York, 1934, \$3.00.

Of the many volumes of reminiscences turned out by foreign correspondents in recent years, this is still first in interest, literary value, and ethics of journalism.

JOURNALISTIC VOCATIONS

By Charles E. Rogers, Appleton-Century, New York, 1937, \$2.50.

A revised edition, this guide to editorial work, advertising, circulation, free lance writing, publicity, and related fields assumes importance because of the current stress on vocational guidance.

ASSIGNED TO ADVENTURE

By Irene Kuhn, Lippincott, Philadelphia, 1938, \$3.00.

The experiences of a fine newspaper woman in New York, Paris, and Shanghai. Presents the fascination of newspaper work without too much glamourizing.

COUNTRY EDITOR

By Henry Beetle Hough, Doubleday, Doran, New York, 1940, \$3.00.

An account of Mr. Hough's twenty years as editor of a weekly newspaper on Martha's Vineyard. Pleasant reading.

YOUNG PHILLIPS, REPORTER

By Henry Justin Smith, Harcourt, Brace, New York, 1933, \$1.75.

This is one of the best fiction books for high school students. The story is exciting, the journalism authentic.

PEGGY COVERS THE NEWS

By Emma Bugbee, Dodd, Mead, New York, 1936, \$2.00.

Miss Bugbee is an experienced newspaper woman, and her novels reflect this in their realism and authenticity. There are three later books in the series, the best of these being *Peggy Covers Washington*.

Hazleton's College of the Air

(Continued from page 94)

treatment of minority races during the war by an attorney and a priest, head of a Catholic church with a preponderantly Italian congregation.

Programs generally have been preceded by a preliminary meeting of the speakers but, for the most part are spontaneous and unrehearsed. Participants, however, have usually been presented prior to the broadcast with a list of suggested discussion questions.

If any lesson is to be drawn from this institution's experiment, it is this: Today our schools are in a position to serve their communities in numerous ways, may they meet that challenge by surveying their clientele and offering to them that particular service which will enable their home town to strengthen the armor of our nation's democracy.

Stage Action Streamlined

(Continued from last month)

II

Now for devices to prepare the individual student himself.

Shakespeare once sketched a character who wore his heart on his sleeve. That is indeed a pattern for the stage actor: his expression, gesture, movement—all must be *instantaneously intelligible* to the spectator, not disguised or glossed over in any way.

It is a common tendency for the amateur actor to emulate the "close-up" technique of the screen. He wants to act like this or that film star. Inevitable perhaps, because the student seldom (if ever) gets to see a first-rate stage play. Indeed, cinema luminaries occupy his attention to such an extent that he probably considers the dramatic effort of the school as something of a substitute. That psychological barrier should be removed.

To the student, it is well worth mentioning that he need have no inferiority complex with respect to the school stage. The movie has its limitations also. In fact, the fundamental weakness of the "movie" is precisely that it doesn't "move," according to Richard Lockridge. Its acting area is confined and restricted to a matter of feet—only what the camera can take in. And here's the rub: what is visible in that area after the cameraman tries to make the actors "talk" and "act" simultaneously is small indeed. Lockridge says, "It is pretty difficult to have all of even two people. The result is a closeup." It means this: actors must be brought up close to make their hushed "screen voices" seem convincing. One cannot hear ordinary speech in real life at great distances. And when figures are brought up that close, they practically stand still.

This fact provides the student actor with a genuine opportunity on the school stage. He moves in a land unchallenged by the screen. Since the stage scene is not photographically amplified, the actor must compensate for that by doing the amplifying himself, otherwise he may be neither seen or heard effectively. A bedside scene on the stage would fall flat if handled in the same way as on the screen. Neither should stage action be stuffed with romantic palliatives, sentimental hesitations, and pseudo-emotional outpourings of doubtful pedigree. In fact, the stage does not afford much opportunity for sophistication of any kind, although the character to be portrayed is at times more subtle, or the play more sophisticated than usual. There are a few twilight zones of emotion now and then. But even the most diffuse and uneventful narrative of frustration by a Chekhov has *meaning*, and this must be brought out. However, this suggestion to exaggerate the

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action somewhat on the stage does not mean that the student actor is to "ham" the part within an inch of melodrama.

This is meant: *stage action must be instantaneously clear to the audience*. Failure to make it so is not excusable by any recourse to the dank mist of high art. But students will not be acting in a moody tableaux anyway.

Often one comes upon this admonition to the actor: "Feel your part." Fleischman would modify that: "To feel his part is not half as important as to make his audience feel it."

Nor is it necessary to duplicate life to accomplish that. Drama need not be completely realistic. Rather it may well be suggestive. Amateurs sometimes fail to understand this distinction. For example, one stage sequence difficult to handle convincingly is that of passing time. If the script calls for a full course dinner, it should not be construed to mean that a full course dinner is literally to be eaten in full view of the audience. This actually happened at a rural play contest. First servings were merely chucklesome, but the audience almost passed out as the actors went to it in earnest and asked for second helpings!

Inquiring further into the essence of all successful stage action, there are fundamentals which can be passed along to the student, satisfying to him, and so condensed as to afford a method of singular simplicity. Behind the scenes are two keys—keys which unlock the "hidden springs" of stage action:

ONE: *The action must be intelligible*. It presupposes that the student makes his action *visible, audible, and meaningful*. This is not achieved when he hides behind furniture, faces the backstage area (although it is permissible when the plot delineation calls for it), or in general detracts from the action by purposeless activity. Intelligibility has to do with the external, physical,—whatever comes within the minimum outline of the spectator's sensory faculties.

TWO: *The action must be convincing*. This touches the playgoer closely at another point, his poetic faith. He will believe a great deal—provided the actor does not crush the *illusion* by an inapt laceration of the clues. The action will become a *slice of real life*—if the actor is careful to flavor it with *spontaneity, the appearance of the first time*.

Cedric Hardwicke once remarked that he tried to make his character so convincing to the audience that he would "fill the stage with his

²Motion Denied Stage, Vol. XIII, No. 12, p. 61.

³The Place of the Laboratory Theater in the Liberal Arts. Q. J. S., Vol. XIV, No. 3, p. 329.

presence even when he was not among those present." Most coaches are satisfied that their Jimmy will have all he can do to fill the stage with his presence even when he is on it.

The two keys have an insatiable aspect about them, in that such a wide variety of devices may be used to shape and mould them. However the die is cast, wheresoever the ingredients may be obtained, let the toolmaker keep in mind one tempering element—the final product should resemble a painting rather than photograph. True, a painting is similar to a photo, but it is also something more, even though photographically less accurate perhaps. It implies the absence of mere surface imitation.

To be sure, imitation is not without its formative benefit. In the beginning, models are helpful, provided they lead eventually to creative development. Thus the student can learn through observation from the mirror, from photos, sketches, even cartoons. Certain moods in facial expression may be readily identified as typical of their manifestation in many persons under varying circumstances in everyday life. There is just the unfortunate possibility that a youngster—already hyper-active in searching out the Gables and Garbos of his generation's eye—may develop into something of a "Narcissus," a puny self-admirer who beholds in the illustrations some reflection of his idealized self, as Clifton Fadiman once intimated.

Overuse of imitative devices may tend to cramp imaginative and creative skill. When the student actor uses them without "thinking through" the emotions they represent, he may become mechanical, artificial, and unconvincing in his stage action. Nevertheless, they do offer clues and suggestions to the novice. From periodicals, from everyday life, ample graphic material is available. It may be a means of making the student conscious of his own action and that of the world about him. A scrapbook could be used to collect and classify illustrations.

Pantomime, another and larger aspect of stage action, involves the whole body. It is the "follow-through" of gesture. "Movement of the arms always occurs part by part. First of all, the hand lifts or moves, then the elbows, and then the whole arm. It should never be raised all at once, without the succession just mentioned, for the movement would appear wooden and unsightly." That is Goethe's explanation of gesture with a "follow-through."

The path to pantomime is a pleasant one, although it requires time and patience. Preliminary tuning comes through short scenes or games in which the student "acts out" short extracts from life. He asks his fellow-actors to guess what he is representing. If they must "guess," and "guess again," then that particular representation is not wholly clear, and an audience would certainly miss it in the progress of a play. Is the pantomime of a girl ironing clothes *convincing* when she wafts the iron to and fro as though it were light as a feather? Does the lifting of a suitcase

convey the idea of weight, or does it seem no heavier than a bit of air? How does one pupil pull his feet along in sticky mud? In water? In sand on the beach? On smooth ice? Games of this sort are a good beginning.

These may be followed by brief sequences, with a little story involved. In this way, the actor becomes adept at *building up suspense*. If the onlooker gasps curiously, "What's he going to do next?" a budding thespian may know that he is on the right track. A brief sequence leads gracefully to a plot, in effect a larger sequence. Thus, pantomime may gradually precipitate into a genuine medium of expression. When the spectator cannot recall the gist of the story, it is either because the action is not wholly clear, or because he himself wasn't sufficiently alert. In either case, it is stimulating practice.

Another fascinating activity for developing expressive movement is the shadow skit described by Frances Pearson⁵. A screen, about 8'x12' is made from 3" strips of soft wood. This forms the frame, over which white sheeting is tightly stretched, then fastened with thumb-tacks. Behind this screen is a raised platform, close enough to the actors so that the silhouettes stand out clearly. An ordinary electric light bulb or "baby spot" is placed about 15' back of the screen, some 2½' from the floor. The rest of the room is darkened. Such an arrangement is suitable for classroom activity.

From the shadow play to regular stage action is an easy transition. Next the student may "act out" scenes on the stage from actual plays, in full view of the audience.

Activities such as these provide *continuity*—something more than mere knowledge of what an effective individual gesture or movement might be like. It should always be remembered that "Pantomimic expression is not so many perfect poses, but the progression from one emotional state to perfection of the next emotion and on out of that one. Expression does not go by tabulated jerks, but rather by a smooth progression and transition."⁶

At the outset, the student actor is shy, inexpressive, inhibited. Gray says these *inhibitions are broken down by enlarging the creative impulse to the point where it bubbles over, and action results*. This then, would be tackling the problem from the creative side. Emotion first, then action. The converse is action first, then emotion. The director may find a combination of both very practicable. In either case, however, the body must be at least reasonably pliable through the activities already suggested, and others. If the car's gas tank is empty, stepping on the accelerator will not help. An elephant may have ever such a surging impulse to fly, unless he can somehow duplicate Dumbo's exploits, he'll never even get off the ground. So it is with acting. If the body is responsive, it can express emotions ready to bubble over. Flexible,

⁵Speech Training Through Children's Plays. Q. J. S., Vol. XXII, No. 4, pp. 600-608.

⁶Emily Hatch. Q. J. S., Vol. XVI, No. 4, p. 531.

⁷Arthur Woehl, *Goethe's Rules for Actors*. Q. J. S., Vol. XIII, No. 3, p. 257.

that body becomes a means of emotional conveyance.

Clearly, the *emotions* are there, but they need to be piped into the proper passageways. Many a student is admittedly eager and enthusiastic. He needs only proper direction. Here is Gray's analogy: "Let us suppose we are trying to divert the course of a stream (the emotions) into a new channel (in this case, stage action). We might dam up the old bed, and force the flow into a new one, in which case there might be danger of the water spreading over the surrounding country and causing damage to much good land, or we might dig the new channel and simply allow the water to flow into it. The point is this: if the emotion is there, it is bound to find an expression, if not in ways meaningful and controlled, then in more or less purposeless movements which carry no significance to the audience."⁷

Van H. Cartmell and M. M. Citrin provide two illustrations of purposeless activity⁸: In one, feet seem disproportionately large, and, as a means of locomotion, are obviously inadequate and undependable. In spite of this, however, they develop a distressing tendency to shift about, as though they were surreptitiously trying to steal a little practice in a skating waltz while their owner wasn't looking. Plainly it is no mean accomplishment to stand simply and still." In the other a young man is afflicted with the habit of unconsciously adjusting his clothing, in this case, his trouser legs. "Generally born of nervousness, this sometimes results in an unappetizing display of masculinity not called for in the text." After all, he could have his suit pressed again.

The alert actor's criterion is ever the reaction of the audience, even though it may be impossible to inoculate him against every intriguing disregard for it. Somehow he arrives at the most effective result through a combination of devices. His action should clarify the images and induce an emotional reaction in the spectator, according to Gray's analysis. The emotion is aroused emphatically, that is, it is "worked up" by association. If the actor goes through certain movements commonly related to certain emotions, the spectator associates these with the emotions. This "carry over" process is indirect. For want of a better name, it might be called "projection."

Projection it is which causes people's hair to stand on end, which perpetrates cold chills, gooseflesh, or laughing epidemics amongst them. Their sympathies are aroused, their imaginations touched. When the actor catches and projects the "overtones" of his character, he sets the collective imagination of that audience into motion, or "on fire," as some might have it. That occurs when the actor successfully lends the impression that his action on the stage is only a small part of the life of that character. He must be so convincing that the audience is will-

ing to forget even possible limitations in the production itself.

It is said that Booth, acting the part of Hamlet, projected horror so convincingly when he saw the ghost, that the "ghost" himself became frightened and backed off the stage.

Piquancy in the form of a small and seemingly insignificant bit of action often adds just that something to make a characterization convincing. Mansfield, portraying an unfortunate gentleman who had lost all his money, made the audience particularly conscious of that fact. A few grains of snuff had fallen out of his snuff box upon the table. Mansfield left no doubt of his financial circumstances when he meticulously gathered up the tiny grains and scraped them together on a small piece of paper. Such suggestions are not usually found in the script.

Students may fail to project when they overlook the smaller incidents of action. Sometimes they overlook more than that. This recalls a little story from a high school. Upon a time, a makeup artist had been invited for a class play. He was hired to "do up" the cast. Among the characters to be made up was a middle-aged man, at least he was so billed on the "cast of characters." The school coach was dismayed with the completed makeup on him. "Don't you think he looks too young?" she queried. Fact was, the young actor had completely missed the *action-pattern*, the *rhythm*, of the character he was to portray. Small wonder he seemed young still, walked young, acted young. His very action belied his speech, and the makeup too. And here the instructor had been supposing she had coached him into the very quintessence of "middleage-ness." When it was obvious that he had sprouted into something else, she expected a miracle through powder and paint. It would almost require a second Maurice Seiderman, a veritable Merlin of make-up to do the trick. To satisfy her, and to partially cover the young man's unconvincing portrayal, a makeup artist would practically have to give that actor an eighty-year-old "do up" to make him appear convincing as a man of forty-five.

Of course, any action may be overdone. A student may pounce upon some minor characterization, and "outgrandma" grandma. Not all elderly persons shake and tremble when they walk. And those who do try to conceal their infirmity, not act as though they were in the last stages of *delirium tremens*. They may be bent over, but what elderly person doesn't try to walk straight? Yet young actors often play such characters as though they liked being stiff and rheumatic, as though they were fully reconciled to it, even enjoyed it.

It puts one in mind of the opera star who was supposed to be dying in the final scene. She wilted away daintily for a time, but it must have shocked persons in the audience to see her come to life long enough to sing a farewell aria, accompanied by a full orchestra—a feat which would require sufficient energy to drown out an angry freight train.

(Concluded next month)

⁷Problems in the Teaching of Gesture. Q. J. S., Vol. X, No. 3, pp.240, 241.

⁸How to Appear at Home on the Stage. Platform News, Vol. III, No. 4, pp. 4, 5, 18.

Le Cercle Francais Meets with El Centro Hispano

THE PRESIDENT of the Spanish club is speaking. "We are entertaining the Cercle Francais next Thursday. What kind of program can we have this time? You have only the one club hour. You'll have to put the French and Spanish groups together. There must be *something* they can both work at. They are both language clubs, aren't they?"

Our harrassed principal is trying to work out a room-and-hour schedule for the many organizations all clamoring for a place in the sun. And so we face the old problem again. What sort of programs will suit two groups with like interests and aims but who are totally incapable of understanding each other?

If it is just a matter of an occasional guest night program, it is of course possible to have the usual run of songs, recitations or plays, some in one language and some in the other. Conversation and most games are obviously impossible for the mixed group but other activities typical of foreign language clubs can be enjoyed with a little modification. Care must be taken to choose plays or skits which rely largely on pantomime and to have summaries of the action on hand for the benefit of the visiting group. Signs, directions, and short statements in both languages help and are fun because of the similarity of many French and Spanish words. A good idea is to find songs common to both countries and have each group sing its own version of them. This type of program does give both groups an opportunity to get a little acquaintance with another language closely related to the one they are studying, and it gives each club a chance to perform before a sympathetic audience.

If such programs occur too often, however, they will prove very boring and of doubtful value to anyone. The first curiosity at seeing and hearing the new language will not last long, and only the discomfort of being forced to listen to something nearly or wholly incomprehensible will remain with the students.

If the two clubs must meet jointly for any length of time, a quite different type of program will be necessary. It must embody materials of interest to both groups and concentrate on the areas where the two civilizations meet. Such areas are not hard to find. The first to come to mind in these days of the "good neighbor" spirit is Latin America, a region taken by the Spanish student as his own very enjoyable field. It is, but in Latin America there are great French cultural influences which no student can ignore. First, there are the lands in which French is the official language and where the civilization is French, however modified it may be—Haiti, French Guiana, Guadeloupe, Martinique. The history, social developments, and present-day stra-

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tegic importance of these places are vital topics to both French and Spanish students. Current magazines and books such as Gunther's *Inside Latin America*, Roberts' *The Caribbean*, and Herring's *Good Neighbors* offer information about them which will interest a high school student.

Another area in Latin America which both of our groups should find interesting is the great French cultural influence in some of the countries such as Argentina or Colombia. Those lands are very proud of their culture, which derives far more from Paris than from any Spanish or Anglo-Saxon capital. John Gunther says that to the upper-class Argentine, Paris is a spiritual home and that many young people of that country read French, not Spanish, during their school and college years. Such a powerful influence is one for the "good neighbor" to consider and our foreign language clubs are busy training "good neighbors."

There are other areas where the two cultures have met and mingled in past times, notably in Belgium, in the Basque country, and in our own New Orleans. They will provide interesting programs, too, although this year Latin America has an immediacy of interest that makes it a more timely project. Another type of study very fruitful for joint group programs is provided by a person, book, opera, or play which belongs to both countries. The opera, *Carmen*, with its story and music by the Frenchmen, Merimee and Bizet, and its typical Spanish setting and characters is a good example. So are *Gil Blas*, a book beloved of both peoples, Picasso, the Spanish painter usually classed with the French school, comparisons between Zola and Ibanez, great French plays laid in Spain like *Le Cid* and *Ruy Blas*, or Heredia's poem on the Spanish conquerors.

These materials lend themselves to many regular club activities, reports, book reviews, dramatizations, exhibits, bulletin boards, scrapbooks, quiz programs, guessing games, charades, and travel films. The worst drawback is that the programs will have to be mostly in English to be comprehensible to both groups. Care should be taken, however, to use the foreign idiom whenever possible. When names of objects in either French or Spanish occur in reports or speeches, they should be immediately translated into the other language or both words should appear on a blackboard or on a chart previously prepared. Guessing games based on the subject

under consideration can be made up in both languages, and, if desired, a contest can be staged between the two groups, each working in its own language. The teacher can call attention to cognates whenever they appear. At picnics or whenever refreshments are served or special decorations are used, the foods, flowers, etc., should be named in both languages on little signs accompanying the objects. And of course, conversation in the foreign tongue can be encouraged within each group.

Thus joint meetings of language clubs are not at all impossible and may be very useful in concentrating activities in well planned programs on some worth-while subject and in introducing each group to another language and to interests connected with it.

Tangled Threads

COMEDY IN ONE ACT

BY U. S. ALLEN

(Concluded from last month)

BEATRICE. (Puzzled, not sure he has penetrated the true identities.) Will you sit down? (They sit on divan R.C.) Are you sure you want to discuss these matters with me?

DUKE HOWARD. Who else? Or maybe you want a lawyer present. We can attend to those things after we've had a personal understanding. After all, the proposition concerns only us.

BEATRICE. Then you know who I am?

DUKE HOWARD. I hope so. . . . You got my wire? You were expecting me?

BEATRICE. Yes—still—I don't see how—

DUKE HOWARD. (Chuckles.) I'd say you've never been through this sort of thing before.

BEATRICE. I never have. Have you?

DUKE HOWARD. I knew it. They all take it over seriously the first time. But you'll get over that. In a few years you will have had plenty of experience or I miss my guess.

BEATRICE. I hope you miss your guess.

DUKE HOWARD. What? Surely you don't want to retire from the game after this one deal, do you?

BEATRICE. Excuse me—just what are you talking about?

DUKE HOWARD. What's the matter? I'm trying to talk about this Mad Engagement. Isn't that what you expected me to talk about?

BEATRICE. Y-e-s. Mad engagement is right.

DUKE HOWARD. (Taking notes from pocket.) All right. Now let's get to the point. I've jotted down a few suggestions here. . . . First, about the children—

BEATRICE. Do you think we might wait and discuss that after—

DUKE HOWARD. No, we need to settle these points now so there'll be no room for argument, and this is the first point I want settled.

DOROTHY. (Front of settee L.C. Taps her head.) Crale-fazy as a lule-fune.

DUKE HOWARD. Here we are, "Children." Personally, I think one is enough, but if there must

be two one must be a boy.

DOROTHY. (Sits down hard.)

DUKE HOWARD. (Sees another item.) Oh, yes. Why not have a gangster come and murder the old man?

BEATRICE. O-h-h! (Faints.)

DOROTHY. (Screams. Runs to Bea and begins to chaff her hands. Sarah! Oh, Sarah! Come here quick!

DUKE HOWARD. (Storms up and down stage L. of C.) And I thought all the temperamental dames were in Hollywood! (To Dorothy) Is she subject to these fits—I mean fainting spells?

SARAH. (Enters R.U.) Oh, lawdy—lawdy! Save us all frum dis turrible calamity. (Works over Bea in panic.)

BEATRICE. (Reviving.) Ah—oh—what—what was I—

DUKE HOWARD. I'm sorry. It was all my fault; I forgot how sensitive the young can be about their—but what I said was merely a suggestion. Now let's forget it for a while. Just relax.

BEATRICE. Would you like to go to your room and get ready for dinner?

DUKE HOWARD. My room! They were expecting to put me up for the night?

BEATRICE. Why, of course. Sarah will show you the way.

DUKE HOWARD. Thank you. (Then to Dorothy) And thank you. (Turn up. Stop near arch.) We can talk business when you feel better, Miss Field.

SARAH. (At arch.) Right dis way, Mr. Lancy.

DUKE HOWARD. Howard, if you please. (Exit up stairs.)

SARAH. (Calls after him.) Yo' all goin' to let me call yo' Howard? Thank'y suh, thank'y. (Exit after him.)

DOROTHY. Talk business. What a romantic lover!

BEATRICE. Say! It just registered. Didn't he call me Miss Field?

DOROTHY. Sure. I introduced you as such. I'm Miss Vane you know.

BEATRICE. Yes, I know. But in spite of that he must have recognized me or he wouldn't have been referring to our mad engagement—as he so aptly called it.

DOROTHY. Well—didn't I tell you he was crazy as a loon?

BEATRICE. And that's no joke; I'm sure he is.

TED AND MAXINE. (Enter L.U.)

DOROTHY. You missed the excitement, folks. Bea's boy friend is here.

TED. Great!

BEATRICE. Yes, isn't it? (Ironic.)

TED. Has anyone else called?

BEATRICE. No one else—why?

DOROTHY. One was enough. Who did you expect to be calling?

MAXINE. (Has been standing L.C. tensely. At hearing "no one else" she sinks on settee.)

TED. I? Why, (Exchange looks with Maxine.) nobody. I just asked a question. By the way, did the poor fish fall for you?

DOROTHY. No, I was a flop. The man's crazy.

TED. That's what you think.

DOROTHY. Brute!

BEATRICE. She's not joking, Ted. Howard is insane.

SARAH. (*Enters from stairs.*) Bless mah soul, he done give me five bucks.

BEATRICE. Sarah. . . . You mean he gave you five dollars, don't you?

SARAH. Yes'm, da's what I said—five dollars bucks. (*Exit to kitchen R.U.*)

TED. Now we know he's crazy. Any other symptoms? How did he act?

DOROTHY. Well, the moment he came in I went into my act. I threw myself on his manly bosom and turned on the personality—

TED. Now we know how he got that way.

DOROTHY. (*Gives stern look to Ted then continues.*) I was telling how he had grown since he was twelve when he shoved me aside and made a dive for Bea. It seems he recognized her after all. He began talking about their engagement and how many children they were going to have—and if they weren't boys he was going to hire a gangster to murder Bea's father—

MAXINE. What!

TED. No!

BEATRICE. It's the truth, Ted—horrible as it seems. I'm afraid of him.

DOROTHY. Why not send for a doctor? (*Taunting look at Ted.*)

TED. Kitty—kitty—kitty—Meow!

MAXINE. Ted, why don't you look him over. You're a doctor.

TED. I'm not a psychiatrist.

DOROTHY. But surely you know enough to tell a crazy man.

TED. Why didn't you tell him? You had your chance. Oh, well, I'll take a look. Maybe give him a sedative to keep him quiet. Where is he?

BEATRICE. Room at the end of the hall, facing yours.

TED. (*Crossing up*) Well, here goes, as the convict said when they led him to the chair. Wish me luck, girls. (*Exit to stairway.*)

DOROTHY. (*Calls after him.*) You'll need it, big boy.

BEATRICE. I'll see how Sarah is getting on with the dinner. (*Going R.*)

DOROTHY. Let me help. You're not feeling so well.

BEATRICE. Oh, I'm all right. (*They exit R.U.*) (*Door bell rings off L.*)

MAXINE. (*Looks R. Seeing no one coming to answer, goes out L.*)

HOWARD LANCY. (*Off L.*) Am I in the right place? Vane's house?

MAXINE. (*Off L.*) That's right. Will you come in? (*Re-enter, followed by Howard.*)

HOWARD LANCY. (*Enter, drops bag, kicks it into corner. Spins hat at hall tree.*) Now don't say you don't know who I am. (*She looks puzzled.*) Did you get my wire?

MAXINE. Oh, yes. (*Brightening.*) Then you are—

HOWARD LANCY. Yep—Howard. (*Spreads arms to embrace her.*)

MAXINE. (*Takes his right hand, shakes.*) Oh, I'm so glad to see you!

HOWARD LANCY. (*Shaking her hand, bends over for a kiss. She recoils politely.*) Well—I'm glad you're glad.

MAXINE. Won't you sit down? (*Indicates settee L.C.*) I began to fear that you had altered your plans and wouldn't get here.

HOWARD LANCY. (*Drops beside her on settee*) Nothing could have kept me away.

MAXINE. Then you are really interested? I'm so glad!

HOWARD LANCY. Sure glad to hear you say that. I was beginning to think maybe you had lost interest.

MAXINE. How can you say that? It means everything to me.

HOWARD LANCY. (*Pats her hand.*) You are sweet!

MAXINE. Eh? (*Recoils.*)

HOWARD LANCY. (*Puzzled at her reaction.*) Still I can't understand—

MAXINE. Why I thought you weren't coming? You see, I met the train and had you paged as the passengers were getting off—

HOWARD LANCY. I came by air; my first flight. Guess I'm sort of dizzy from it.

MAXINE. Of course. You'll want to freshen up a bit. Rest here till I arrange things. (*Crossup. Meet Bea U.R.*) Oh, I was looking for you. (*Whispers to Bea. Bea nods and exits R.U. Maxine turns back.*) We are having a little party here tonight, but that will not interfere with us.

SARAH. (*Enters R.U.*) Yo'all want me to take the gemmen to a room?

MAXINE. Yes, Sarah. (*To Howard.*) Sarah will show you your room, and we'll call you when dinner is ready. See that the gentleman is made comfortable, Sarah. I'll help with the dinner till you get back. (*Exits R.U.*)

SARAH. (*Gets bag U.L. Goes to stairs.*) Dis way ef yo' pleases, suh. (*Smiles.*) De las' gemmen I took up dese stairs was a fine gemmen too, suh. He done gimme five dollars bucks.

HOWARD LANCY. He must have been happy about something.

SARAH. I specs he was, suh. Him an' Miss Beatrice am goin' git married, ah reckon.

HOWARD LANCY. (*Looks R. Speaks to self.*) So that accounts for her strange mood.

SARAH. Says which, suh?

HOWARD LANCY. Eh?—Oh—I said he must have been in a mellow mood.

SARAH. Mellow—mellow—yes, I guess maybe he was, suh.

HOWARD LANCY. So he gave you five bucks to celebrate his engagement. Well, here—ten bucks to celebrate my escape. (*Exit up stairs.*)

SARAH. Thank'y suh, thank'y. (*Calls after him*) Yo'all must be pow'ful mellow. (*Exits.*)

BEATRICE. (*Enters R.U. followed by Maxine.*) So you planned to meet him at the station and hold out on us. Shame on you!

MAXINE. I suppose I am foolish. But if the deal shouldn't go through—

BEATRICE. If fear can upset it it won't. Do you think he crossed the country just to tell you he didn't want it? He'll have you thinking he

came here to do you a favor, instead of beating the other fellow to a piece that will make his company millions.

TED. (*Enters arch unseen. Listens.*)

MAXINE. Millions! And I'd be satisfied with a few hundred.

BEATRICE. I thought so! Really, if he asks you to set a price what will you say?

MAXINE. Oh, dear—I don't know. What do you suppose he'd do if I said five hundred dollars?

TED. (*Retires silently.*)

BEATRICE. Five hundred dollars! You need a keeper! Five thousand would be more like it. Three thousand, anyway.

DOROTHY. (*Appears U.R.*) Weren't you going to fix the ices, Max?

MAXINE. Oh, surely. (*Exits R.U. with Dorothy.*)

SARAH. (*Enters from arch.*) I is rich, Miss Beatrice. Dat las' gemmen he done gimme ten dollars bucks to celebrate his excape, he say.

BEATRICE. What did he mean, escape? Have we two lunatics in the house?

SARAH. He failed to 'lucidate what he means. Say, do he know yo' daddy?

BEATRICE. Not that I know of. Why?

SARAH. He axed about him, said he was a fine man an' that onct he hoped to be his son-in-law.

BEATRICE. (*Rapidly.*) What's that? Are you sure? What else did he say?

SARAH. Said he come back here fo' a gem, like he promise long time ago, but when he got here the gem had done been took by that gemmen what gimme five dollars bucks.

BEATRICE. What a mistake all round! And we thought the other man crazy. No wonder. . . . Mad engagement . . . gangsters . . . kill the old man! (*Laughs.*)

SARAH. Says which?

BEATRICE. Nothing. Let's get back to the kitchen. And Sarah, don't tell anyone else what the man said. (*Both exit R.U.*)

TED. (*Makes noise like falling down stairs and then enters.*)

DOROTHY AND MAXINE. (*Enter R.U.*)

DOROTHY. What in the world—

MAXINE. What happened, Ted?

TED. That fellow's crazy all right. He's dangerous. He must take two drops of this medicine and one of these tablets. He won't take it knowingly. He hates doctors and medicine.

DOROTHY. Do you want one of us to hold his nose while the other one pours it down him?

TED. Be serious! It must be slipped to him in a glass of water or—

DOROTHY. Ah! A Borgia tea!

TED. Lucrezia—I mean Dorothy! Will you please . . . Now here they are. (*Puts bottle and box of tablets on table up stage.*) Watch your chance and give it to him the first opportunity. Two drops and one tablet, remember. (*Cross to R.I.*)

DOROTHY. Where are you going?

TED. I'm going to do what is probably a very foolish thing.

DOROTHY. Why don't you surprise us some time, for a change?

TED. (*To Maxine.*) That's my darling sister speaking. (*Exit R.I.*)

DUKE HOWARD. (*Enter from stairs.*) Hi, girls. Where's the tempermental girl that fainted on me?

MAXINE. (*Edging away.*) She's all right now, I believe.

DUKE HOWARD. Good! Would you ask her highness if she'll give me a few minutes of her valuable time so I can get away? (*Sits on settee. Opens paper.*)

DOROTHY. I'll call her. (*Motions Maxine to prepare dose. Starts R.*)

MAXINE. (*Has forgotten directions.*) How-fow mull-fuch?

DOROTHY. (*Wull-fun (Holds up one finger) and tule-fu. (Shows two fingers. Exits R.U.)*)

DUKE HOWARD. (*Turns from paper.*) What's that?

MAXINE. Oh-why-we-we were talking about a book—Wull-fun, by the great Chinese author, Tule-fu.

DUKE HOWARD. Oh, yea, I remember reading it.

BEATRICE. (*Enters R.U. Speaks aside to Maxine.*) Don't be surprised at what I do. It's for your benefit. Now hold on to yourself. (*Cross down to Duke Howard.*) You sent for me?

DUKE. (*Rises.*) Why, yes, Miss Field. I hope you are okay by this time.

BEATRICE. Quite. (*Crosses. Sits L. end of settee.*) What's your proposition?

MAXINE. (*Has let audience see her put two tablets and one spoonful of medicine into glass of water. She gives this to Luke Howard, and a straight glass of water to Beatrice.*)

DUKE HOWARD. Whether you realize it or not, Miss Field, the thing that's going to be worth the most to you in this deal is screen credit. To have your name as the author flashed all over the world—

BEATRICE. (*Smiles.*) You think you are talking to a vanity writer?

DUKE HOWARD. Certainly not. (*Pulling his glass down, having been about to drink.*) We expect to pay you something, of course. But you are not a name, Miss Field. It is through this piece that we can make you a name. The publicity you'll get—(*Baits audience all through scene by being ready to drink and never drinking.*)

BEATRICE. How much money?

DUKE HOWARD. Well, how about fourteen hundred dollars? (*Sets glass on table.*)

MAXINE. (*Behind his back signals Beatrice to*

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accept.)

BEATRICE. Really, Mr. Howard, I know you don't mean to offend—(Start to rise.)

DUKE HOWARD. Wait a minute! (Pulls her down.) Don't be like that. How about two thousand?

MAXINE. (Gestures more frantically for Bea to accept.)

(Telephone rings.)

BEATRICE. Will you see who that is, Mm. (She stops before she says "Maxine." Maxine goes to phone.)

MAXINE. (In phone.) Hello—yes, you are now speaking to her. Oh, you read it. . . . And you are interested . . . well, there is another firm. . . I see. . . Well, could you say about how much? . . . I see. . . I see. . . Listen, I'll wire you in the morning. . . . Maybe I'll run out there. . . . Yes. All right. Good bye. (Hangs up. Is excited.)

SARAH. (At the beginning of this phone talk enters R.U. with tray. Goes to console table L.C. Collects glasses. Sees Duke Howard's glass is full. Drinks it all. Then exit R.U. Time it to be off at end of phone talk.)

DUKE HOWARD. (After silence in deference to phone conversation. I asked you what about two thousand.)

MAXINE. (Signals Bea not to accept.)

BEATRICE. I'm afraid I can't see my way—

DUKE HOWARD. Listen, sister, I've wasted a lot of time. I want to get that midnight rattler west. I'll make it three thousand and that's the limit.

MAXINE. (Keeps on signaling Bea to turn him down. Bea is bewildered.)

BEATRICE. Three thousand—well—I—

MAXINE. (Down stage. Almost screams.) Stop! That piece is worth twenty-five thousand dollars.

DUKE HOWARD. (Jumps up. Tosses papers taken from pocket into the air. Turns up stage.) Ye gods, what a mad house!

BEATRICE. And I called you diffident! (To Maxine.)

MAXINE. That phone call was from Super Special Pictures. I know you meant well, Bea, but I just couldn't let it go on.

DUKE HOWARD. What business is it of yours, sister? Who are you?

MAXINE. Maxine Frankenfield—pen name Maxine Field.

DUKE HOWARD. Then who's this—what you call her?—Bea?

DOROTHY. (Enter R.U. in time to hear last

speech.) Bea's the girl you are going to marry. The one you were engaged to in the cradle.

DUKE HOWARD. (Raves.) What is this? Black-mail? I'm not going to marry anybody—I've got a wife. (Cross down L.)

TED. (Has entered R.I.) There, there, Mr. Lancy, be calm. (Cautiously approaching.)

DUKE HOWARD. (Turns savagely.) Ah! The crazy doctor again! Keep your hands off me. . . And don't call me Lancy.

HOWARD LANCY. (Entering at arch.) Someone paging me? (Remains up stage.)

DUKE HOWARD. Everybody's crazy! First this girl (Means Dorothy.) pretends to know me. Then Miss Field (Denotes Beatrice.) has a fit when I try to talk business with her. And now I'm told that I'm going to marry Bea—whoever that it. What a nightmare!

MAXINE. Yes, there has been a terrible mix-up. But I can prove that I am Maxine Field, author of "Mad Engagement." That's what brought you here, isn't it?

DUKE HOWARD. (Sobers.) Eh?—Oh, yes, of course. . . . How much?

MAXINE. Twenty-five thousand dollars.

DUKE HOWARD. (Ironically sweet.) My dear lady, you deserve ten times that much (hardens) for your nerve! But unfortunately my firm can't quite appreciate such talent as yours. I'm permitted to pay—at most—five grand. And I'm liable to lose my job for going the limit.

MAXINE. That's all right. No hard feelings, but—we can't do business.

DUKE HOWARD. What's the use? Let me out of here. (Goes up.)

TED. Just a minute! If I may speak to Miss Franken—I mean Miss Field for a moment I think she will change her mind.

DUKE HOWARD. Go ahead, if you feel like it, while I get my things. But don't forget that five grand is the limit. I'm wasting no more time. (Exits upstairs.)

HOWARD LANCY. Sorry, but I seem to be in the way. (Turns to exit.)

BEATRICE. Wait, please. (Pause.) You are Howard Lancy, aren't you?

HOWARD LANCY. (Crosses slowly down to her L.C.) I am. And you are—

BEATRICE. Yes, Bea. (Goes into his arms. Both are ill at ease.) I'm so glad you came! Please forgive—everything.

HOWARD LANCY. I think I understand it all now; when Sarah told me of your engagement to another—

BEATRICE. She thought she was telling the other fellow about you and me. . . . We've all been in a fog. Get my last letter?

HOWARD LANCY. About your parents being abroad? That's why I took the first plane. I wanted to see you alone—away from family influence. I want to be sure that you marry me willingly; I didn't want your dad to drag you to the altar in chains.

DOROTHY. How romantic! Altar in chains! Oh, I'd love that!

TED. You would! Listen, Maxine, please take

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this man's offer.

MAXINE. But when I'm offered—

TED. Yes, I know—

MAXINE. You know? Why you just came in.

TED. Yes, er—that is—you insinuated you had an offer, but a bird in the hand is worth two frogs in the pond—I'd never forgive myself if you missed a sale. Please, Max—if you love me take it.

DUKE HOWARD. (*Enter with hat and coat.*) Just one word, sister—yes or no.

MAXINE. (*Looks at Ted and then turns to Duke.*) Yes.

DUKE HOWARD. (*Papers from pocket, fountain pen.*) Just sign these contracts. And here's your check. Yes, I had made it out to save time. I knew you were not so dumb as to refuse. (*Collects pen and two of three contracts.*) Now, I'm off. That stunt didn't influence me a bit, sister.

MAXINE. Stunt?

DUKE HOWARD. Don't look so innocent. I'm a good sport and glad to see you get the limit of what my firm offered. I don't know yet how it was done, but I do know that Super Special Pictures never offered twenty-five grand for *anything*. I've had a wonderful time—just a marvelous evening. Good night, ladies and gentlemen. You too, Doc. (*Exits L.U.*)

(*Phone bell rings. Beatrice and Howard have gone over L. by window.*)

BEATRICE. (*Nods to Maxine to take it.*)

MAXINE. (*In phone.*) Hello. Sorry you called again—I just closed—What? Yes, I'll call her.

(*Turns.*) For you, Bea.

BEATRICE. (*Going up C.*) Who is it?

MAXINE. It's the manager of Super Special Pictures. (I recognize the voice.) He's better known to you as your chauffeur. (*Pass phone to Bea and cross down R. to Ted.*)

TED. (*Squirming.*) Please forgive me, Max. I just wanted to give you confidence, so you would not jump at the first offer.

MAXINE. Don't apologize for it. It did me a lot of good. To be exact, about four thousand dollars worth. (*Gives him her hands.*)

BEATRICE. (*At phone.*) Sarah! (*Cradles phone*) Oh, Sarah! Sarah! Has she gone deaf?

MAXINE. Oh, I just thought of it. I saw her drink all that medicine I mixed for Mr.—what's his name? (*To Ted.*) Will that—?

TED. It won't hurt her. You remembered the prescription—two drops and one tablet?

MAXINE. Yes, two and one—NO! Two tablets and one spoonful!

SARAH. (*Enters R.U. In a sort of slow weird dance, mumbling about "rich" and "ten dollars bucks" is very happy.*)

TED. Catch her, hold her, somebody! (*Catching her by right arm. She flings him off roughly. He staggers down R. just as Lancy catches her from the left. She turns to fight. Then sees who it is, smiles.*)

SARAH. Ah, de gemmen dat gimme ten dollars bucks. (*Forces him into a dance.*)

(CURTAIN)

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Systematic Banking of Activity Funds

MANY school clubs are sponsored in every high school. Since in most of them money is not the most important factor, these organizations may and often do become careless in accounting for dues and other club finances.

Where there is no systematic method of accounting for club and activity funds, there is no real and complete evidence to show how much money has been received or paid out. A situation of this kind reflects negatively upon the organization, the sponsor, and the school. Frequently the public becomes curious, indicating a threat to confidence. Where there is a systematic method of record keeping worked out, the handling of club and school finances is highly satisfying.

It is one of the major objectives of secondary education to provide the opportunity for students to have experience in the areas of life in which they are most certain to find themselves. Since every individual must of necessity have regular business transactions, this part of his training becomes increasingly important.

Let us consider what a school bank should do. Fundamentally its purposes are:

1. To help pupils see the necessity of accuracy in record keeping.
2. To help pupils to understand accounts and financial statements.
3. To give students information they will need later to keep records of personal transactions.
4. To help create an interest in record keeping so that students will seek further bookkeeping training.
5. To acquaint pupils with the present day record keeping system.
6. To provide the experience which will enable pupils to apply their knowledge to actual business transactions.
7. To broaden the pupils' experience so that record keeping becomes a part of their daily routine.

Any secondary school utilizing these objectives would implement a basic objective of secondary education and have a plan which would provide for a responsible and practical accounting of all finances of students and student organizations. A survey of thirty accredited high schools in Oklahoma revealed that twenty-five per cent of the schools were operating school banks. The sponsors felt that a school bank has certain social and economic values that are beneficial to the school curriculum. Those high schools which did not have banks believed that the school bank was a good laboratory experience, helping to prepare students for citizenship and adult living.

The Douglass High School of Bartlesville, Oklahoma operates a notion store in connection with its school bank. The school has found that this combination is highly successful and offers

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a very good way to give students further training in handling money. Napier High School, Ada, Oklahoma and Douglass High School of Chandler, Oklahoma, use homeroom advisors and the student council members to direct their banking activities.

A successful school bank is in operation at Dunbar High School, Okmulgee, Oklahoma. This school bank is under the supervision of the commercial department. The commercial teacher, a bonded school official, is the advisor to the board of directors by authority of the principal. Members of the commercial department choose the board of directors from its membership, which in turn elects the following officers: president, vice-president, and cashiers. The assignment of cashiers is made to those who show interest along that particular line. Those who serve in other capacities do so because of their primary interest in those duties.

For the convenience of the majority of the students, the school bank is open two hours in the morning and during the noon hour. Cashiers do not accept deposits from students until the deposit slips are correctly made.

To withdraw money from the school bank, one must fill out a withdrawal slip that has been prepared by the commercial department for this purpose. Space is provided on the withdrawal slip for the signatures of the club sponsor, secretary, and treasurer. This method makes it known to the cashier that the treasurer of an organization has been authorized to withdraw funds from a certain account. Individuals who wish to withdraw money from their personal savings may do so when they sign their withdrawal slips. The withdrawal slips are numbered to serve as a check against the student cashiers, should any question arise about the withdrawal of funds. The amount of each withdrawal and the balance of the account is entered in the student's saving book.

The responsibility of carrying on a school bank has proved valuable to those handling the money in this school. Pupils are motivated to do their best work. Checking for errors at the end of each day has served as a carry over to other school work. Students have been found to check their mathematics papers more carefully.

Most seniors save for their class rings and other commencement activities. Others save for gifts or to have spending money on school trips. The school bank at this school has made provision for the sale of War Stamps.

The bank, located in one of the most conspicuous places in the building, serves to remind students of its purpose. In addition to this, the

guidance program through individual homeroom and assembly activities stimulates savings.

A more realistic situation in teaching will work wonders in helping pupils see the necessity of accuracy in record keeping, to understand accounts and financial statements, acquaint pupils with the present day record keeping system and to broaden their experience so that record keeping becomes a part of their daily routine. If the value of a formula or plan is determined by its success, there is no question about the one just described.

Piano Chickens

WILLIAM O'SHIELDS

*Director of Physical Education and Recreation
Fort Valley State College
Fort Valley, Georgia*

DUE TO the fact that many of our rural colored schools in the South have no budget on which to operate puts them at a great disadvantage when it comes to carrying out extra-curricular programs.

The old saying, "Necessity is the mother of invention," surely finds it necessary to work wonders for the colored people in the deep South. "Mother" must help these people to invent ingenious ways of getting their necessities.

I had one of the most interesting methods explained to me on one of my visits to a rural school last spring. On entering the school my attention was attracted to several signs tacked on the walls of the one room school, "Raise a Piano Chicken for Your School This Summer." I immediately asked what those signs meant. The teacher was kind enough to give me the details of the project.

Each family was asked to name two of their spring baby chicks, "Piano Chickens." These chickens were to be turned over to the school at the beginning of the school in the fall. The school had planned to set aside one Saturday in September to sell the chickens, and the proceeds would be used to buy the needed piano. It was estimated that about one hundred chickens would be received from the local families. These chickens would approximately bring fifty cents each, a total of fifty dollars. This amount would be sufficient to purchase a second hand piano in the city.

The teacher explained how successfully the students had been the preceeding summer on a "Wood-Shop-Tool-Chicken Project," how they had collected thirty-five dollars, which was used to equip the small woodwork shop.

There are a number of other appropriate names one can give to this project such as "Athletic Equipment Chicken," "Garden Seed Chicken," "American Flag Chicken," "Needy Family Chicken," and many others.

This experience taught me what students could do if they find it necessary to have money and do not have any definite source from which to get it. Why not have a "Piano Chicken" in your school?

STATEMENT OF OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 25, 1912,
of School Activities Magazine, published monthly except June, July, and August, at Topeka, Kansas, for October 1, 1942

County of Shawnee, State of Kansas, ss:

Before me, a Notary Public, in and for the State and county aforesaid, personally appeared T. H. Reed, who, having been duly sworn according to law, deposes and says that he is the Business Manager of the School Activities Magazine, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 411, Postal Laws and Regulations, to-wit:

1. That the names and addresses of the publisher, editor, managing editor, and business manager are.

Publisher: School Activities Publishing Co., Topeka, Kansas.

Editor: Harry C. McKown, Gilson, Illinois.

Managing Editor: C. R. Van Nice, Topeka, Kansas.

Business Manager: T. H. Reed, Topeka, Kansas.

2. That the owner is: School Service Co., Inc., Topeka, Kansas.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: Harry C. McKown, Gilson, Illinois; C. R. Van Nice, Topeka, Kansas; R. G. Gross, Sedgwick, Kansas; T. H. Reed, Topeka, Kansas; Nelson Ives, Topeka, Kansas; Earl Ives, Topeka, Kansas; A. D. Robb, Topeka, Kansas; Harold E. Gibson, Jacksonville, Illinois; D. R. Taggart, Topeka, Kansas; Helen Green, Topeka, Kansas; W. N. Viola, Pontiac, Michigan; Ray Hanson, Macomb, Illinois; L. Odessa Davidson, Topeka, Kansas; Elizabeth M. Gross, Sedgwick, Kansas; G. W. Aikin, Barclay, Kansas; Aurilla R. McIsaac, Topeka, Kansas.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holders appear upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in said stocks, bonds, or other securities than as so stated by him.

T. H. REED.

(Signature of Business Manager)

Sworn to and subscribed before me this first day of October, 1942.

MARY V. SULLIVAN.

(Seal)

(My commission expires December 13, 1943.)

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A knowledge of parliamentary law can contribute enormously to the profitable on-goingness of any deliberate assembly. The details of it can be pretty well cleared up if one but gets a bird's eye view.

The accompanying parliamentary panorama attempts to present such a general view. Parliamentary forms all fall into four groups. The first of these, the *primary* motions or questions, provide the means of introducing business and the most often employed of these is what is widely known as the *main* motion.

Such a motion having been seconded and stated by the "chair" (it now becomes a *question* and is no longer a *motion*), further discussion will be called for and one or more of the *subsidiary* motions may be offered.

The third group of motions includes the *incidental* ones, those whose purpose is to *regulate* procedure. They serve as parliamentary policemen to keep the procession moving.

Finally, one may break into any of the situations described above by proposing some one of the *privileged* motions listed in Group IV. These are of such importance that they may *interrupt* the business going on at any time by temporarily wedging in with what for the moment is a matter of great individual or group welfare.

INTER-RELATIONS OF PARLIAMENTARY MOTIONS AND QUESTIONS

EXPLANATIONS. When any of the following "parliamentary puppets" are placed after any motion listed on the table below, it is to be understood that what each figure stands for is true for that particular motion. But when any of the figures do not occur after the name of the motion, the contrary of what the figure stands for is to be understood. Fractions show necessary votes. C, applicable only according to special rule. Subsidiary and Privileged Motions are listed in the order of their precedence.

- | | |
|-------------------------------|----------------------------|
| ⚡ Debate confined to question | ⚡ May be amended |
| ⚡ Opens to general debate | ⚡ Referable to a committee |
| ⚡ Undebatable | ⚡ May be postponed |
| ⚡ Interrupts a speaker | ⚡ May be laid on the table |
| ⚡ Requires no second | ⚡ May not be reconsidered |

I. PRIMARY MOTIONS OR QUESTIONS—Introduce business

Main,	Rescind,	Expunge,	
2. Amend (primary)	1. Postpone Indefinitely		
Amend (secondary)			
3. Refer to a Committee			
Amend (primary and secondary)			
4. Postpone Definitely (to a Certain Time)			
Amend as to time			
5. Previous Question (Close Debate)			
6. Lay on (or Take from) the Table			

II. SUBSIDIARY MOTIONS OR QUESTIONS—Modify business

1. Objection to Consideration of a Question	
2. Withdrawal of a Motion or Question	
3. Suspension of Rules	
4. Reading of Papers	
[Question (or Point) of Order]	
5. Appeal from the Decision of the Chair	
Lay on (or Take from) the Table	
6. Unprivileged Reconsideration of a Vote	
Lay on (or Take from) the Table	

III. INCIDENTAL MOTIONS OR QUESTIONS—Expedite business

1. Call for the Order of the Day	
2. Question of Privilege	
Postpone Indefinitely	
Amend (primary and secondary)	
Refer to a Committee	
Amend	
Postpone Definitely (to a Certain Time)	
Amend as to time	
Previous Question (Close Debate)	
Lay on (or Take from) the Table	
3. Take a Recess	
Amend as to duration or time	
4. Adjourn (unqualified)	
5. Fix Time for Reassembling	
Amend as to time	
6. Privileged Reconsideration of a Vote	

Education for citizenship needs very much a real training in parliamentary law.

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News Notes and Comments

The National Council Office of the Boy Scouts of America has announced the election of Dr. Elbert K. Fretwell to the position of Chief Scout Executive.

Salute to the Flag in Proper Manner

The pledge of allegiance to the flag, "I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation indivisible, with liberty and justice for all," is rendered by standing with the right hand over the heart; extending the right hand, palm upward, toward the flag at the words "to the flag" and holding his position until the end, when the hand drops to the side. However, civilians will always show full respect to the flag when the pledge is given by merely standing at attention, men removing the headdress. Persons in uniform shall render the military salute.—*Adopted by Congress, June, 1942.*

Sheridan Community High School of Hoxie, Kansas, with an enrollment of only 187 students has compiled a remarkable record of sales of war stamps and bonds—a total of \$22,000 worth of stamps and bonds in one week, averaging more than \$100 per student.

A Christmas Playlet in Two Acts

Football and Powder Puffs, by Anna Manley Galt. Here is a 15-minute play that uses 4 boys and 5 girls, can be produced in a few days, and fits any program at Christmas time. Its plot is interesting. Its lines are clever. Its effect is good. Send 50c for a set of 10 copies. Order from School Activities, 1515 Lane St., Topeka, Kansas.

Social Studies Convention

A conference on "Social Education in War-time and After" will be held in New York City during the Thanksgiving holidays, November 26-28. The conference will constitute the twenty-second annual meeting of the National Council for the Social Studies. Anyone interested in attending all or part of the conference should write for further information to Wilbur F. Murra, executive secretary, National Council for the Social Studies, 1201 Sixteenth St., N.W., Washington, D.C.

The old adage of "a sound mind in a sound body" is again to the fore. This time the U.S. Office of Defense Health and Welfare Services has set up a Division of Physical Fitness.

If the plan is consummated as at present expected, there will be coordination of effort between the U.S. Office of Education, state departments of education, colleges and local schools.

The general objective is to improve the health and physical fitness of men and women of all ages, as well as the youth of the land, so as to enable them the more effectively to aid in the war effort.—*University of South Dakota Record.*

Each month nearly half the states are represented among the contributors to *School Activities*. Illinois leads the list in number of contributors, as in number of subscribers.

Football Down Price Increases Partially Rescinded

Retail prices for footballs, basketballs, and certain other sporting goods used in the fall season will be substantially reduced as a result of agreements by four leading manufacturers of sporting goods to rescind part of their price increases, Price Administrator Leon Henderson announced.

The agreements became effective July 8, 1942, and reduced the manufacturers' prices to distributors and the actual or suggested trade or consumers' prices. Since manufacturers' prices from January 1942, have been at levels 5 to 30 per cent above October 1941, the actions effect a substantial reduction in price to distributors and dealers.—*Education for Victory.*

Religious Film Association

Sixteen church publishing houses have just organized the R.F.A. with headquarters at 297 4th Ave., New York City, and with William L. Rogers as Executive Secretary. This association will provide educational and promotional material, a list of films suitable for church use with critical analyses of each film.—*Youth Leaders Digest.*

West Virginia was the banner state last year in Future Teachers of America membership.

American Education Week—1942

General theme—*Education for Free Men*. The daily topics: Sunday, November 8—Renewing Our Faith; Monday, November 9—Serving War-time Needs; Tuesday, November 10—Building Strong Bodies; Wednesday, November 11—Developing Loyal Citizens; Thursday, November 12—Cultivating Knowledge and Skills; Friday, November 13—Establishing Sturdy Character; Saturday, November 14—Strengthening Morale for Victory. National sponsors are: The National Education Association, The American Legion, The U.S. Office of Education, The National Congress of Parents and Teachers.

The great bulk of the youth of America living in rural areas are untouched not only by the Program of the Boy Scouts of America, but by

any other program. There is a great need there, and we leaders in the Boy Scouts of America have just got to find the ways and means of making greater progress in rural areas.

HIGH SCHOOL VICTORY CORPS is the title of a 32-page book issued by the U.S. Office of Education for the help of schools in their war-time programs. Copies may be secured without cost from the Federal Security Agency, Washington, D.C.

A twenty-four page illustrated booklet on Soap Sculpture is published by the National Soap Sculpture Committee, 80 East 11th Street, New York City. Besides lessons on soap sculpture, this book gives the rules for the Soap Sculpture contest for the current year.

A Key for Victory Drive

During the first week in October the students of Thomas Jefferson High School, Council Bluffs, Iowa, put on a "Key for Victory Drive." A gallon jar was put in the hall, and keys began to pour in. Homerooms challenged one another, and individuals tried to see who could bring in the most keys. Result: 12 gallons—between 12,000 or 13,000 keys—were turned in.

National High School Debate Question Announced

The National High School Debate Question for the 1942-1943 school year has been recently announced as follows: *Resolved: that a federal world government should be established.*

School Activities invites readers to send in photographs, as well as articles, that tell of their democratic group activities.

Report of the Joint Meeting At Denver

The National Association of Student Councils and the National Association of Sponsors of Student Participation in School Administration met in joint convention in Denver June 30, July 1 and 2, 1942.

At the opening session the principal speakers were C. R. Van Nice, Managing Editor of *School Activities* and Charles E. Greene, Superintendent of Schools, Denver.

During the conference four discussion groups were conducted by the student delegates with the following topics: (1) How can we develop greater cooperation between faculty and student body? (2) How far should student participation extend in school administration? (3) What are some of the successful ways and means of meeting the financial obligations of the student council? (4) How can the student council assist in problems of defense?

On Wednesday a "model student council" composed of representatives from Denver High Schools gave an unrehearsed student council

meeting. Later in the session reports from various state and sectional organizations were given. All of these showed the steady development and healthy growth of the nation-wide movement in practicing the fundamentals of democracy.

Another interesting feature was a panel discussion by students under the supervision of Dr. Kirkendall on the subject: "Theory vs. Practice of Democracy in our High Schools."

The climax of the convention was the joint luncheon which was served in the Presidents' Room of the Edelweiss Cafe. Dr. Sutton of Atlanta, Georgia, was the guest speaker. Over two hundred members of student councils and educators listened attentively to his inspiring address.

Throughout the conversation period the gracious hospitality of the citizens of Denver was an experience that everyone in attendance will never forget.—*Alice G. Langford, Secretary, National Association of Sponsors.*

Physical Fitness

In recognition of the immediate need of toughening high school students, the U. S. Office of Education, in cooperation with the Army, Navy, and U. S. Public Health Service, is now engaged in organizing and promoting an emergency physical fitness program. The program recommends:

1. Five full periods a week of instruction in physical education activities.
2. Ten hours of participation per week in interscholastic athletics, intramurals, mass athletics, road work, hikes, week-end outings, school journeys, and other vigorous activities.

The activities included in the program for boys are organized under these headings: (1) sports and games, (2) gymnastics, (3) combatives, and (4) aquatics. These are the activities upon which the military places so much stress in its training programs. For girls, rhythmic replace combatives.—*Scholastic Coach.*

The unique parliamentary chart shown on page 109 was contributed by F. M. Gregg, University Place, Lincoln, Nebraska.

America isn't weak today because her young men are not muscular marvels. Our muscles are all right. It's our minds and hearts that need exercise. We need more poets like Whitman; more scientists like Reed, Parran, Carver; more writers like Pearl Buck. . . . In short, we need a rebirth of the democratic faith and the democratic discipline.—*Edgar Dale, Ohio State University.*

If the democratic way of life were not based on a moral concept of human relations, it would not be worth preserving. To look on democracy simply as a form of government is to underestimate the fullness of life it nourishes. It is part of the moral wisdom of the ages—men living together in mutual respect and a common destiny.—*Brooks Atkinson*

How We Get Acquainted

MILDRED FULTON, *Hogg Junior High
Houston, Texas*

When a new homeroom is given to me, I have each member of the class fill out the following questionnaire:

1. Name and nickname.
2. Distinguishing characteristic or best feature.
3. Favorite subject.
4. Hobby.

After all have handed in their answers, I read a few, giving the name of the member. If the class has been together in another homeroom, I then read the answers without calling the student's name. The class guesses whose questionnaire I am reading.

For distinguishing characteristic, students say that they wear glasses or that they are fat or skinny. They may give smart answers like, "I wear shoes." In describing their hobbies, students tell about collecting tokens, raising rabbits, collecting miniature shoes, and many other interesting things.

The questionnaires which are answered in many clever ways we use as the basis for our first write-up in the school paper.

A Successful Community Meeting

ELINAR H. GLESSNER
*Berlin-Brothersvalley Grade School
Berlin, Pennsylvania*

On the fourth Friday evening of every month of the school year a community meeting is held in our high school auditorium. Its purpose is to create a real cooperative community spirit among the parents of school children and among all other members of the community. Incidentally, a better understanding of the whole school is brought about.

A program committee, which plans for these meetings far in advance, usually invites local talent. And always some phase of the school's activities contributes to the program. On the day before the meeting, each boy and girl takes home, or to some home where there are no school children, a mimeographed copy of the same are not, but the most successful is the December one. This meeting is not held on the usual Friday evening, but on the evening previous to the day before Christmas vacation. The school takes charge entirely—to be specific, the music department.

The teachers of the grade building, in which the grades from one to five are included prepare a delightful musical drama. Songs, dances, and speaking parts for all ages necessitate the participation of many pupils. It is arranged, too,

that as many families as possible are represented in the program.

The chairman of the program committee is the music teacher of the grade building. All the teachers serve on one committee. Some help with the costumes; some assist at rehearsals; and others help with staging.

The pupils of the lower grades do their parts first. The remainder of the program is musical in nature. The sixth grade chorus, the girls' chorus, and mixed chorus of the high school contribute with appropriate numbers of the Christmas season. During the change of stage settings, group singing of the traditional Christmas carols is conducted.

Since many children from all grades have part in the program, many parents are obligated to go. This situation brings uncles, aunts, cousins, and grandparents, who want to hear Johnny recite and Helen sing. The auditorium is filled to capacity. The festive season's spirit of gaiety has already caught the children. They spread it to their audience. A "snappy," well organized and presented program is thoroughly enjoyed, and many go home with a "more power to the school" attitude and a wish for more good programs.

Noon Hour and Recess "Rainy-Day" Physical Education Activities

EVA LYNN MOON ROLLINS
*Physical Education Instructor
Springdale Elementary School
Tulsa, Oklahoma*

Complexities arise for the elementary school Physical Education teacher when the students are forced inside the building by inclement weather conditions. Many teachers dread the snows of winter and rains of spring, because they require indoor activities for large numbers of eager children in a usually compact classroom or gymnasium situation. Proper activities that require a minimum amount of space and no serious disciplinary problem are the two objectives for this perplexing noon hour and recess situation.

Springdale Elementary school in Tulsa, Oklahoma, has practically eliminated the "rainy-day" problem with a program of gymnasium and classroom activities for the days when students cannot play out-of-doors. The school has an enrollment of 750 elementary age children, with the lunch hour divided into two 45 minute periods. After the student finishes his lunch he is permitted to go back to his classroom or the gymnasium, where an assortment of quiet games of the parlor type are checked out for the period.

The "quiet" games are chosen because they eliminate vigorous activity and tend to keep the

children contented without danger of an unorganized status arising from the forced indoor play. The gym floor or desk may be used for a play space. Games included are simple ring toss, rubber horse shoes, pix stix, dominoes, checkers, spinning wheel games, marble bowling, anagrams, puzzle pictures, and jacks and paper dolls for the smaller children.

Every student is familiarized with the rules governing the "rainy-day" games. These regulations are: 1. The game checked out at the beginning of the period must be kept for the entire period. 2. Players may be allowed to enter a game providing it does not alter the progress of the game. 3. Children must remain seated except when playing the tossing games. 4. Games must be handled carefully and replaced at the end of the period. 5. Returning the game is the responsibility of the person who secured the game originally. Many of these games can be made by older children or purchased at the dime store.

Older children are appointed to act as check monitors. It is their duty to check out games, mend damaged articles, and keep the storage cabinet or shelves in order. These games requiring a minimum amount of activity have been found especially adaptable to large groups of many age levels where stricter organization is essential. Sitting games enable small children to play with larger children without danger of injuries. In the list given, there are games that will interest children from the various age levels represented in the elementary school. For small groups, not more than 30 children, more active games may be played. All games should be closely supervised by the teacher.

Student Government in The Guidance Program

CHARLES E. SALTZER, *Director of Guidance*
J. HAROLD HUSBAND, *Former Student
Association Sponsor*
Grosse Pointe High School
Grosse Pointe, Michigan

It is our belief that a sound guidance program can be established only by the cooperation and contributions of faculty, administrative staff, and student body. We feel that students should have every opportunity of participating in school life as they will participate in community life after they leave school.

We are restricting our discussion to the activities of the Student Association¹ in Grosse Pointe High School as connected with the guidance program. We know that there are many more opportunities for participation of this type. We want the reader to realize this is not the extent of the contribution of the Student Association, but merely an attempt to show the relationship between the Student Association and the

guidance program.

Student government commences to function here before a student reaches high school. Representatives in the 6A grades in the elementary schools are invited to visit the high school for a day. These visiting 6A's are placed under the guidance of 7B students who take them through the regular routine of a school day. A few days later, representatives from the Student Association are sent to the elementary schools to answer any questions that may have arisen as a result of the 6A's visit.

In the next to the last week of each semester, an orientation program is held for all 6A's. Nine-A's from junior high school are introduced to the school by the same procedure. A letter is sent by the Student Association to all 6A's and their parents, inviting them to attend the program which is held on Saturday morning. The program consists of a special showing of the current school movie, variety numbers, introduction of the administrative staff, a short session of the home rooms, and a tour of the school. During the home room period, which is under the direction of the home room teacher, questions are answered and *Pointers*² distributed. After the tour, refreshments are served.

On the first day of the new semester, any 7B's needing direction are assisted by Service Club members. These members are stationed in the halls daily throughout the school year.

In a growing community, such as Grosse Pointe, many students new to the system enroll each year. In the last few years, approximately 150 new students have entered the high school each year. In order to acquaint them and their parents with the faculty and the school, a "New Student Open House" is held shortly after the fall semester begins. The students are invited by the Student Association through the home room, and the parents are invited by the home room teachers during a visit to the home. A program is held in the auditorium, at which time the current school movie is shown and representatives of the various school clubs describe the activities of their clubs. A representative from the Board of Education welcomes the parents and students to the community, and various members of the administrative staff are introduced. After the program, parents and students are sent to the homerooms where they meet their child's homeroom teacher, with whom they are already acquainted. Then the homeroom groups tour the school with the teacher acting as guide. After the tour, the groups meet in the cafeteria for light refreshments and a general get-together.

One of the continuous guidance topics in the homeroom is safety education. The Student Association makes its contribution to safety education by providing school-ground traffic regulations for pedestrians, bicycles, and automobiles.

In order to take care of the violations of

¹The Student Association is the student governing body in Grosse Pointe High School. All of the extra-curricular activities in the school are under the jurisdiction of this body.

²The *Pointer* is the handbook of the Grosse Pointe High School, published by the Student Association.

Student Association regulations, an Honor Court is provided. Students not observing regulations concerning traffic, smoking, playing on the lawn, rowdyism in the halls, cafeteria, noon movies, or noon dances are sent to the court. The Honor Court is composed of six associate justices and a chief justice, appointed by the president of the Student Association and confirmed by the senate.

The Student Association is the main sponsoring and guiding body of the club program. As an example of this, it started the Bowling Club. This club meets twice a week and has a membership of 175. Sponsors, team schedules, and other arrangements were made by the Student Association.

One of the things the Student Association has developed is a consciousness of the insurance "idea" which, at the present time, is very much in evidence in our present economic system. This was done by developing a plan of athletic insurance to take care of injured athletes. This insurance was provided by the Student Association, and no outside company was involved. This plan was in effect until this year, when the State Plan was adopted.

In order to encourage participation in school activities, schedules of events are printed and distributed by the Student Association.

One dance is sponsored by the Student Association each month of the school year. These dances have a definite place in social guidance as well as vocational guidance, since they bring up matters of manners and conduct, organization

of the dances, and use of leisure time. All policies concerning these dances such as price, hours, participation, conduct, decorations, etc., are determined by the Student Association. Students who are not outstanding in any particular field are given committee work on the organization of the dances.

In order to aid students in aesthetic appreciation, opportunities are provided for working in conjunction with the art and shop departments. This is done by decorations in and outside the building at various times such as dances, Christmas, Thanksgiving, Easter, and Hallowe'en.

The Student Association has inaugurated a program cooperating with the Community Fund. At the time of the Community Fund drive in the city, the Student Association conducts a similar drive in the school.

Each year a Father-and-Son Banquet is sponsored by the Student Association in cooperation with the Hi-Y Club. This promotes public relations, better understanding among men teachers, parents, and students and creates a consciousness of higher ideals of American manhood.

Finally, the Student Association brings the alumni back to the school each year in an alumni open-house. This was inaugurated with the idea of allowing students to talk over with alumni, various problems of mutual interest. From a guidance standpoint, the faculty is able to secure certain information valuable in guiding and helping the student body.

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EXCHANGE ASSEMBLY PROGRAMS WITH OTHER HIGH SCHOOLS

A method of creating goodwill among neighboring high schools and at the same time giving pupils a chance to get experience in various kinds of activities is to exchange assembly programs. Write to about six high schools in your locality and arrange to exchange assembly programs with them. Let these programs be given entirely by students.

Make the programs worth while both from the point of view of education and that of wholesome entertainment. Plan the programs around topics which will be of interest to pupils in the different schools. Utilize pupil talent in music, dramatics, public speaking, etc., in putting on the programs. Perhaps different groups in the school could plan local assemblies and the outstanding features of the different programs be selected for presentation in other schools. Build some parts of the programs around topics which are of timely interest; let others reflect the work and achievements of your school. If there is sufficient interest on the part of other high schools, get them to join in forming an assembly league to exchange an annual program with each member. Such an organization can do much to spread the spirit of good sportsmanship, develop pupil talent, exchange ideas, and assure the member schools of worth-while assembly programs.

OPERATE A SCHOOL EMPLOYMENT BUREAU TO SERVE PUPILS AND THE COMMUNITY

Many high schools have made work experiences for pupils an essential part of their programs. This year the scarcity of labor, the desire of pupils to help with war production, and the reduction in NYA funds available for developing work experience projects create a situation where a school employment bureau can serve an important need.

Organize an employment bureau in your school as an activity of the student council. Put the bureau in charge of a competent teacher and let the council designate a reliable committee of students to serve as assistants. The function of the bureau should be to place pupils in part-time jobs, and get private employers to engage pupils as learners while they are being prepared for full employment. Have each pupil who wishes a job to fill out a registration blank in which he designates the kind of work for which he is best fitted. Contact all prospective employers in the community and find out their needs. Cooperate with the local office of the United States Employment Service in providing jobs for pupils who want them, and in relieving the labor shortage. The bureau can become one

of the most significant agencies in the school, and the work experiences provided for pupils will contribute to their practical education, economic adjustment, and maturity.—*Suggested by the School Employment Bureau, Laramie High School, Laramie, Wyoming.*

COOPERATE WITH OPA IN TEACHING WISE SPENDING AND CONSUMPTION

The Office of Price Administration urges high schools to emphasize consumer education by sponsoring a consumer week. It suggests the teaching of the problems of consumption growing out of the war, intelligent purchasing of goods and services, and how to exercise good judgment in handling and spending of incomes.

In order to implement the suggestions of OPA, Consumers Union has prepared a twelve page high school consumer program, with proposals for activities of consumer clubs, assembly programs, short courses for adults, an information center, a bulletin board, a consumer exhibit, radio programs, special teaching units for home economics, social studies, and biology courses, and a list of useful books and magazines. To secure this booklet, write to Consumers Union of the United States, 17 Union Square, New York, New York.

REVIVE THE "OLD FASHIONED" SPELLING BEE IN SCHOOLS

Recently an outstanding educator stated that high school pupils need more thorough training in spelling than they are receiving. He proposed a revival of the old fashioned spelling bee as one means of stimulating more interest in this type of learning.

Why not try this activity in your school? It could be organized as an all-school enterprise or in homerooms or other groups. Compile lists of the words most frequently mis-spelled by the pupils in your school. Over a period of several days hold spelling bees in the various homerooms. Get up rivalry among the various groups and then hold a final spelling bee as a tournament and award certificates or prizes to the winners. Let the winners in this tournament form a team and challenge neighboring schools to a contest. Get the local newspaper to help promote the activity, merchants to offer awards to the winners, etc. Contact the nearest radio station and arrange for a spelling contest to be broadcast. Perhaps some of the old timers who excelled at the art of spelling will want to match their ability against today's high school pupils. The old fashioned spelling bee has all the drama and competitive spirit needed to arouse interest, and you will be surprised at the amount of improvement which the activity can bring about in the ability of pupils to spell correctly.

GIVE RECOGNITION TO PUPILS WHO ASSUME CIVIC RESPONSIBILITIES

Give recognition to pupils who show evidence of good citizenship and civic service at school, in the home, or in community activities. Let civics and citizenship classes spend a period of several weeks discussing civic affairs of the community and the opportunities which it offers for pupils to take part in democratic situations.

Following this period of study, write a code setting forth acceptable principles of conduct in specific situations. One part of this code may be a point system to be used as a guide in making the awards to pupils whose activities and achievements merit recognition. Evidence of attainment of the standards set forth in the code may come from different sources. Ratings may be derived from opinions of teachers and pupils, reports from parents and community leaders, or each pupil might keep a "Citizenship Diary" which would give an account of all activities. At the end of the year, award certificates of recognition to pupils whose records show that they have been outstanding in assuming civic responsibilities. State on the certificate that it is given for excellence in citizenship, self-improvement, participation in community activities, and service to the school.

LET PUPILS HOLD A HOBBY FAIR TO LEARN WISE USE OF LEISURE

A hobby is "some sort of amusement or work that you like to do, and do because you like it, not because you have to." A hobby fair or exhibit gives boys and girls something to do that appeals to them. It gives them an opportunity to put on a show featuring their own special interests. It has great possibilities for teaching wise use of leisure time and encouraging participation in worthy recreational activities.

Select a committee composed of pupils and teachers to plan a hobby show, and let this group make a list of the outstanding hobbies of pupils and suggestions for conducting the show. Let pupils make talks before the assembly and different groups to stimulate interest. Get the school paper and the local newspaper to boost the event and to print pictures of some of the exhibits. Charge a small admission to the show and use the money to purchase books on hobbies or recreation for the school library. A hobby fair can be made a means of getting pupils interested in a variety of activities, of revealing the interests of pupils, of getting parents interested in the school, and it will contribute to the building of sound morale in the pupil body.

HOLD A JUNIOR CHEST DAY IN YOUR COMMUNITY

To acquaint students with the work of welfare agencies and give them experience in community participation, hold a Junior Community Chest Day. If your school is located in a town where a community chest is in operation, a project of

this kind can be made a valuable educational experience for pupils.

On the day set aside as Junior Community Chest Day, let the high school students work for the social agencies of the town. As a preparation for the event, get the executive secretary of the Community Chest to explain the work of the organization and the agencies which are affiliated with it. With his cooperation assign one or more pupils to work with each agency during Junior Community Chest Day. Let the pupils see firsthand the workings of these various agencies, and in as many instances as possible actually do some of the work. Use this project to give pupils a practical lesson in sociology, to show them the necessity for coordinating the work of various groups and the value of cooperative community endeavor.

COLLECT AND REPAIR DISCARDED TOYS FOR DISTRIBUTION AT CHRISTMAS

Let the student council sponsor a drive to collect broken or discarded toys. Get the cooperation of all homerooms in making the campaign a success.

Secure the help of the classes in industrial arts in repairing and repainting the toys. At Christmas time distribute the toys to underprivileged children in the community. This activity not only gives training in cooperation, but it adds to the Christmas spirit of service and kindness. Toys of many kinds will be difficult to purchase this year. If the council needs help in carrying out a project of this kind, enlist the cooperation of the community newspaper.

GIVE PUPILS A CHANCE TO HELP IN LOCAL IMPROVEMENT EFFORTS

What can I do? When Benjamin Franklin went to Philadelphia in 1723 he saw many things which needed to be improved. Instead of saying, "Something ought to be done," he said, "How can I improve conditions?" As a result he became the most useful American, and his achieve-

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ments are known today by every pupil.

What are the ways in which you as a high school student can help improve your community? How can you help with the war activities in your community? *Small Town Manual for Community Action* presents an exciting plan for high school students to make their efforts count in war activities and in building a better future for their town in both war and peace. The Manual suggests a plan for organizing the community for war activities and to make improvements in which high school students start the ball rolling by making surveys, engaging in projects, and stimulating action. It contains numerous suggestions of projects for high school editors, for class activities, and for club programs. Perhaps it might best be used as the basis for the projects of a Commercial Club program for the entire year. Write to the Bureau of Foreign and Domestic Commerce, U.S. Department of Commerce, Washington, D.C., for a copy of this handy guide to the improvement of local conditions and cooperative activities to help win the war.

CONDUCT AN ELECTION PARALLEL TO THE GENERAL ELECTION

Hold an election in your school to run parallel to the general election in your community this fall. Make this activity a means of giving pupils an understanding of election procedure and practices, and a method of providing actual voting experience that will be useful throughout life.

As a forerunner of the election, develop a unit in civics classes which will stress the responsibility of citizens for voting, election procedures and problems, and current political issues. Let the pupils form political parties to correspond to the parties which exist in the locality, hold a primary election to select candidates who are nominated by this method, and hold a convention to choose those who are nominated by the convention method. Each party will draft a platform in which it states the principles for which it stands, and its views on significant issues and problems of today. As the final activity, hold the school election to parallel as nearly as possible the general election which is held in the community. Use the local voting procedure as a model. —Pvt. Buddy Lee Harvey, 18th Division, 22nd Tech. Sch. Sqd., Lowry Field, Denver, Colorado.

FOUND A SCHOOL MUSEUM AS NYA SERVICE PROJECT

In almost every community there are objects of historical and educational value which should be preserved. A significant project for any high school would be to found a school museum where objects can be kept for their historical interest, and where exhibits of current interest can be shown.

Suggest to the NYA pupils that they make the establishment of a school museum one of their

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projects. Let this group fix up some part of the school building not in use for its permanent location, and then get the entire pupil body to start a collection of objects for the museum. Make cases and booths for permanent displays and for temporary exhibits which are to be changed from time to time. Reserve one prominent section of the museum for the trophies and prizes the school has won for excellence and outstanding achievements in athletics, art, music, literary events, and journalism. Include as many things as possible connected with the history of the school such as yearbooks, newspapers, etc. Among the general objects which may be included are relics of Colonial or Pioneer days, old firearms, costumes, letters and documents of local history, old books, antiquated machinery, old maps, Indian relics, pictures, mineral ores, fossils of geological value, etc. The temporary or changing exhibits may be closely correlated with activities, educational events, current events, or the work of any department in the school—home economics, industrial arts, science, and journalism.

INTRODUCE A MILITARY SERVICE CRAFTS COURSE

Start a class in Military Service Crafts. Teach students how to conserve and how to salvage materials, by showing them how to make many practical articles for men in service.

Get everyone to bring in ideas for gifts that men in service could actually use. For instance, you can make a game board out of an old bowling pin or an ash tray from the bottom of a coffee can. Some other articles are shower shoes, key case, cribbage board, sewing kit, and shoe cleaner and polisher. Experiment and decide on the ones that seem most suitable. Let the pupils send these articles to their friends in camp.

Appoint a tools committee. Have these pupils get such things as planes and pliers from within the community. And don't forget your publications and display committees.

All the supplies you have to buy are a few cans of varnish and some nails and glue. Otherwise all the materials are salvaged—old leather belts, apple crates, coffee cans, and other junked goods.

Have Christmas as the goal for so many articles. Before vacation, put a number of these gifts on display. Let it be known that these things were made out of salvaged materials. Put the prices beside each article. Invite the public. They can really see what you have accomplished. Remember to ask men on furlough what they think of your gifts, and ask for suggestions for improvements.

Pupils will enjoy making these gifts, because they know they will really go to some friend of theirs in service. So clean up that old part of the storeroom. Be the first one to start a Military Service Crafts class in your school.—Polly Ann Holman, Student, University of Minnesota, Minneapolis, Minnesota.

DEVELOP A STUDY UNIT IN ENGLISH ON PUBLIC OPINION AND PROPAGANDA

A study unit dealing with propaganda methods and how public opinion is formed has great possibilities at the present time. Propaganda is one of the weapons in modern warfare, and to understand how public opinion is formed is essential to intelligent citizenship in a democracy.

Develop a unit in connection with the English class to study public opinion and propaganda. The following questions may be used as a starting point for the unit: What is propaganda? What does it have to do with public opinion? What are the chief methods of influencing public opinion? How does propaganda play upon the emotions of citizens? What are the chief propaganda devices? Are public elections an expression of public opinion? What is meant by psychological warfare and how is it related to propaganda? What are the purposes of rumors during wartime? What are some of the rumors which have been started in the present war? What is the difference between good and bad propaganda? What is the relationship between propaganda and freedom of speech as guaranteed in the Constitution? What does public opinion have to do with civil liberties and the rights of minority groups? Why is it important that one know how to read the newspaper intelligently? After the group has studied the nature of propaganda and public opinion, acquaint the pupils with the work of the American Institute of Public Opinion in the *Fortune Survey* in measuring the opinion of citizens on important questions. The group might try out the technique of measuring opinion by making some studies of pupil opinion on school problems.

PREPARE COPIES OF STUDENT COUNCIL MINUTES FOR EACH HOMEROOM

As a means of keeping each pupil in the high school in touch with the work of the student council, prepare copies of the minutes of meetings and distribute them among the homerooms. Use these minutes as the basis of homeroom discussions, and for giving pupils an opportunity



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to recommend activities and legislation to the council.

In a small school copies of the minutes may be produced on the typewriter or written out in longhand by pupils. In a large school the mimeograph or hectograph machines may be employed. One of the reasons why student council work is so ineffective is that it does not devise ways of enlisting the cooperation and support of the entire pupil body in its activities. You will find that sending the minutes to each homeroom will cause pupils to feel that they have a part in the work of the council and lead to more interest and better cooperation. The council is the coordinating agency for the activity program, and as such it should maintain close contact with all school groups. Try this device for reaching all members of the school community.

ORGANIZE AND DEVELOP A JUNIOR RED CROSS

The period November 1-15 gives you an opportunity to enroll your school in the largest youth organization in the United States, the American Junior Red Cross, whose membership now numbers nearly 14,000,000.

Membership is open to any elementary or secondary school and any school can afford it. No individual membership fee is required. The pupil becomes a member through group enrollment, the annual fee for which is 50c for each elementary school classroom enrolling, or \$1 for every 100 high school pupils or fraction thereof enrolling.

Junior Red Cross programs are flexible and may be adapted to fit individual school needs. One superintendent describes it as "a form of energy which you may harness as you will to give new interest to school work."

For example, home economics students may make garments for emergency hospital use, or put up jams, jellies, or vegetables for needy families; manual training classes may make checkerboards, bed trays, or other articles for the pleasure and comfort of hospitalized servicemen.

Junior Red Cross is a division of the American Red Cross and Junior members may work with the adult organization in Roll Call and War Fund drives by making talks, drawing art posters or doing stenographic work.

When local disaster strikes, Junior Red Cross workers are on the job serving as messengers, as volunteers in motor, canteen, and first aid services. Junior members are trained in first aid and in many schools they are instructed in swimming and water safety.

Accident prevention in the home and on the farm and proper home hygiene and care of the sick are also in the province of the Junior Red Cross.

Nationally, Junior Red Cross members cooperate in inter-sectional projects, and internationally they may exchange correspondence prepared through classroom effort with other

Junior members in 49 other nations.

To get a Junior Red Cross started in your school, talk to your local Junior Red Cross Chairman or other responsible representative. If there is no local Red Cross chapter, write to Red Cross Area Headquarters in either St. Louis, San Francisco, or Alexandria, Virginia.

Get your students interested now. You and they can assist in the war effort through Junior Red Cross.—*American Junior Red Cross, Mid-western Area, 1709 Washington Ave., St. Louis, Missouri, Dr. R. E. Gillette, Director.*

New Helps

● **HOW TO MAKE HISTORIC AMERICAN COSTUMES**, by Mary Evans. Published by A. S. Barnes and Company, 1942. 178 pages.

This book will show you, step by step, and detail by detail, how to make authentic American costumes, from various types of Indian dress through the Civil War. Each costume is described in minute detail and displayed in a clear drawing. The book is an authority for parties, pageants, masquerades, and theatre productions. With instructions given here, anyone with moderate ability can make the various costumes from materials readily available.

● **TEACHER EDUCATION IN A DEMOCRACY AT WAR**, by Edward S. Evenden. Published by the American Council on Education, 1942. 118 pages.

This book points out the profound role that education must play in the present war and in the period following. With thoughts based upon our experience during and following the last war and upon past and recent experiences of Great Britain, the author outlines a plan for education in America. This book is excellent reading for the individual teacher and as a basis for group discussion.

● **JIU JITSU**, by Frederick P. Lowell. Published by A. S. Barnes and Company, 1942. 83 pages.

This is a description of the art which enables a man to defend himself against another who is physically stronger, and in some cases against someone who carries weapons. The text is divided into 61 lessons. It is illustrated by 150 photographs. Current war interests make this volume a timely and valuable one for anyone who may be called into service.

● **BUILDING A REPUBLIC**, by L. Lamprey. Published by Frederick A. Stokes Company, 1942. 269 pages.

This book contains a fascinating array of fact and anecdote resting on unquestionable authority. It is designed to tell the simple unvarnished truth from authentic records of important decisions and events which have gone into the making of our United States of America. Its most distinguishing feature is its attempt to

clear away perversions of fact that have come to be accepted as truth because of frequent repetition and to present the other side of the case, where it has been commonly presented from a partisan point of view.

● **HANDBOOK OF ENGLISH USAGE**, by Henry Seidel Canby and John Baker Opdycks. Published by The Macmillan Company, 1942. 369 pages.

Canby and Opdycke seem to go together, and together they mean "English Composition." Again this team has given us an English book for all who need help in writing. In this manual the mechanics of language are carefully summarized and arranged for convenient reference. Besides rules, this book gives instructions by which students may acquire style and effectiveness in writing. It is an English composition book, modern and complete.

● **CAMPFIRE GUIDE**, by Margaret K. Soifer. Published by The Furrow Press, 1941. 24 pages.

This is a handbook for the person who has any part in the responsibility for planning and carrying out an outdoor picnic. How to select the site, how to build the fire, what to cook, how to have fun around the fire, and how to conduct an outdoor party are a few of the questions answered in this booklet. Schools will find it helpful in spring and fall, when the question "What to do?" arises.

Comedy Cues

MISTAKEN IDENTITY

Policeman: "Why didn't you stop when I yelled at you back there?"

Lady Driver: "Oh, were you the one who yelled? I thought it was someone I had run over."—*Scholastic*

SEASONAL

The man sprang from the building tall,
He lived through the spring, but died in the fall.
—*Texas Outlook*

HURRY, HURRY

Timid Passenger: "Driver, why are you driving so fast?"

Taxi Driver: "Mister, the brakes don't work, so I want to get where I'm going before I have an accident!"—*Scholastic*

New answer in Great Britain to a person asking the direction: "I don't know, I'm a parachutist myself."—*Texas Outlook*

WHAT'S IN A NAME?

"About 1900 in the University of Iowa a teacher took a hen into the class, and while this was a good deal of an innovation, it was simply

a hen. About 1910, this hen had become a 'problem.' About 1915, it had become a 'project.' About 1919, this hen was a 'unit of work.' Around 1925 it was an 'activity.' In 1930, it became the basis of 'an integrated program.' And lo! in 1936 this poor hen had become a 'frame of reference.'"—*N. C. Public School Bulletin*.

"—WHO LIVE IN GLASS HOUSES—"

Student: "What did you write on my theme paper, sir? I can't make it out."

Teacher: "I merely asked you to write more clearly."—*Scholastic*

Used to be the teacher taught "Readin', Ritin', and Rithmetic." In these days of teaching she struggles with Registration, Raids and Rationing.
—*Oklahoma Teacher*

FAIR WARNING

Jimmie came into the school room one morning plainly excited. "Yes, Jimmie, what is it?" exclaimed the teacher.

"I don't want to scare you," said Jimmie, hesitatingly, "but papa said if I didn't get better grades someone is due for a licking."—*Balance Sheet*

\$AD \$TORY

Code letter from a college student:

"Dear Dad: Gue\$\$ what I need mo\$t of. That\$ right. \$end it along. Be\$t wi\$he\$. Your son, Ru\$\$.

The Dad answered:

"Dear Russ: NOTHING ever happens here. We kNOW you like your school. Write us aNOther letter aNOn. Jim was asking about you at NOon. NOW we have to say goodbye."—*Michigan Education*.

THEN WHAT?

"Ladies and gentlemen," said the speaker, "before I begin my address I have something of interest that I want to say to you."—*Journal of Education*.

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